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ABSTRACT

The PSI [Professional Secretaries International] Model Curriculum for Office Careers provides a framework for the curriculum revision process, making it easier for schools to update, change, expand, or revise their office programs. Through a series of suggested courses, this curriculum develops the knowledge, skills, and attitudes office professionals need to secure good jobs and to succeed in the "new" re-engineered office of the 1990s. This guide is designed to walk educators through the curriculum, providing information and answering questions. An introduction contains an overview of the curriculum, explains how teachers and students benefit from using the curriculum, and provides a brief summary of the research base for the curriculum. A discussion of how to get started and questions frequently asked about the curriculum are designed to help educators consider how to adapt the curriculum to meet their needs. The course descriptions section contains an introduction to the 25 courses and an explanation of how the PSI Model Curriculum works in a tech-prep environment, a nonarticulated secondary environment, and a nonarticulated postsecondary environment. Individual course descriptions with objectives, competencies, and recommended learning materials follow. Course topics are as follows: accounting; administrative procedures and technologies; advanced word processing; applied computer technologies; business communication technologies; business English; business internship/cooperative education; business math; database; desktop publishing; introduction to telecommunications and networking; keyboarding; keyboarding, skill building, and document formatting; office resources management; operating systems; personal and professional development; records management and imaging technologies; spreadsheets; and word processing. Appendixes include information on Professional Secretaries International and a users' questionnaire. (YLB)

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PSI®
Professional Secretaries International

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TABLE OF CONTENTS

Introduction

2 *Reasons to Adopt the PSI® Model Curriculum*

4 *How Students Will Benefit from the PSI® Model Curriculum*

5 *How Your School Will Benefit from the PSI® Model Curriculum*

6 *Research Base for the PSI® Model Curriculum*

11 *Assessment*

12 *Getting Started*

13 *Frequently Asked Questions*

Curriculum Overview

15 *Curriculum Application*

15 *Curriculum Flexibility*

16 *Curriculum Focus*

18 *Curriculum Model*

Course Description

20 *Accounting*

23 *Administrative Procedures and Technologies*

28 *Advanced Word Processing*

31 *Applied Computer Technologies*

34 *Business Communications Technologies*

38 *Business English*

41 *Business Internship/Cooperative Education*

45 *Business Math*
48 *Database*
51 *Desktop Publishing*
55 *Introduction to Telecommunications and Networking*
58 *Keyboarding*
61 *Keyboarding Skill Building, and Document Formatting*
64 *Office Resources Management*
68 *Operating Systems*
71 *Personal and Professional Development*
74 *Records Management and Imaging Technologies*
78 *Spreadsheets*
81 *Word Processing*

Appendices

85 *Professional Secretaries International®*
87 *Questionnaire*
89 *Acknowledgments*

INTRODUCTION

The PSI® Model Curriculum for Office Careers provides a framework for the curriculum revision process, making it easier for schools to update, change, expand, or revise their office programs. Through a series of suggested courses, this curriculum develops the knowledge, skills, and attitudes office professionals need to secure good jobs and to succeed in the "new" re-engineered office of the '90s.

Twenty-five courses comprise the PSI® Model Curriculum and focus on changes taking place and issues being addressed in the workplace: technology, multicultural diversity, international competition, English as a second language, working with the differently-abled, and gender equality. In addition, the curriculum allows time for general education courses, electives, and specialty courses. Many schools offer specialty courses in desktop publishing, medical, legal, technological, and executive secretarial areas. The flexibility of the PSI® Model Curriculum allows you to select and adapt courses to meet your students' needs and program requirements.

The curriculum emphasizes performance-based competencies, integrating both interpersonal and technological skills. Multiple entry and exit points are provided to accommodate reentry and working students. The curriculum encourages the formation of articulation agreements between secondary and postsecondary schools to facilitate a smooth transition through the instructional process.

The PSI® Model Curriculum is based on research. National and international studies related to office support staff were conducted by PSI and other professional associations, leading corporations, the government, educational institutions, and temporary help agencies. Results of the studies are the basis of the curriculum. The curriculum is built on a solid business/education partnership.

About This Guide

This curriculum guide is designed to walk you through the PSI® Model Curriculum, providing information and answering questions you may have. The curriculum guide is organized into three sections—an Introduction, Course Descriptions, and Appendices. The Introduction contains an overview of the curriculum and explains how you and your students can benefit from using the curriculum. A brief summary of the research base for the curriculum is included in this section. A discussion of how to get started implementing the curriculum and questions frequently asked about the curriculum will be helpful to you as you consider how to adapt the curriculum to meet your needs.

The Course Descriptions section contains an introduction to the 25 courses and an explanation of how the PSI® Model Curriculum works in a tech-prep environment, a non-articulated secondary environment, and a non-articulated postsecondary environment. An illustration on page 19 shows an overview of the entire curriculum. Individual course descriptions with objectives and competencies follow.

The Appendices include information on Professional Secretaries International®, a questionnaire regarding how you use the curriculum, and acknowledgments of those individuals involved in creating the PSI® Model Curriculum.

About Professional Secretaries International

Professional Secretaries International (PSI®) is a nonprofit association for office professionals. PSIs purpose is to provide its membership and the profession with opportunities to: (1) develop leadership skills and abilities, (2) utilize educational and professional development resources, (3) examine and participate in research affecting the profession, (4) stay informed on the future direction of business and office careers, (5) set standards for the profession, and (6) promote and enhance the image of the office professional. For more information about PSI, see Appendix A on page 85.

Reasons to Adopt the PSI® Model Curriculum

Reasons why you will want to adopt the PSI® Model Curriculum for Office Careers are many. Four important reasons include the articulated structure of the curriculum, the flexibility of the model, the competency-based nature of the curriculum, and the infusion of technology throughout the courses. Additional reasons to adopt the curriculum are highlighted in the illustration below.

The PSI® Model Curriculum for Office Careers . . .

- Is an articulated curriculum
- Is flexible
- Is competency based
- Is technology based
- Makes curriculum revision easy
- Is easy to implement
- Supports open communication between secondary and postsecondary programs
- Encourages lifelong learning
- Is an effective marketing tool
- Promotes multicultural awareness
- Integrates international business topics
- Balances interpersonal and technical skills
- Is futuristic by design
- Is available on computer disk

Exhibit 1

Since the PSI® Model Curriculum is articulated for Grades 9-14, it supports open communication and articulation between secondary and postsecondary programs. Courses taken at the secondary level need not be repeated at the postsecondary level if students can demonstrate the required competencies. This is an important feature of the curriculum. There is no longer one curriculum for secondary schools and another for postsecondary schools.

The PSI® Model Curriculum is flexible. You can easily adapt it to meet your program needs. The curriculum is designed to serve as a foundation on which to build an individualized program. Schools with established programs can modify some courses now and integrate the full curriculum over time, if desired. Schools with new programs may find that adopting the curriculum in its entirety is the best way to get started. The curriculum can be implemented at your school using the equipment you have, and it will help guide your plan for future equipment purchases. You can title courses as you wish to appeal to your students and to coordinate with other departments. You can combine or split courses from the model to fit a quarter or semester format. Finally, there is room for general education and elective courses, as well as for specialty courses in desktop publishing, medical, legal, technical, and executive secretarial areas.

The PSI® Model Curriculum is competency based. Competencies are stated for each course, saving you time by giving you a complete model course. The competencies are based on extensive research by leading corporations, the U.S. Department of Labor, PSI®, and many educational institutions. You can add, delete, or change competencies to meet the needs of your students or program requirements. The competency-based nature of this curriculum is important for several reasons:

- Your school may now or in the near future require students to demonstrate skills in order to pass a course, test out of a course, or graduate.
- Federal and state funding increasingly is tied to competency-based curricula.
- Competencies demonstrate that your program is meeting the needs of business and assist you in marketing your program to students, administrators, advisory committees, and local businesses.
- Competencies help eliminate discrimination because learning outcomes are clearly defined and skills can be demonstrated.

The PSI® Model Curriculum will put your school on the cutting edge of technology. The curriculum will assist you in preparing students to use technology wherever they seek employment—locally, nationally, even internationally. The curriculum reflects the state of the art in office technology and promotes the use of computers and other current technologies in all courses. The curriculum uses technology to teach as well as teaching about technology.

How Students Will Benefit From the PSI® Model Curriculum

The PSI® Model Curriculum is designed with the needs of all students in mind: full-time, part-time, reentry, and working students. Students will find that many features of the curriculum cater to their special needs.

Model Curriculum Features That Benefit Students . . .

- Ability to test out of courses
- Ability to receive college credit for secondary courses
- Focus on skill development
- Focus on employment and promotability
- Emphasis on decision making and critical thinking
- Multiple entry and exit points
- Option to pursue certificates and an associate degree
- Option to pursue specialty areas of study
- Option for elective courses
- Emphasis on technology in all courses

Exhibit 2

With the PSI® Model Curriculum, students can focus on the development of employment skills as well as earning certificates or an associate degree. The model's many entry and exit points make this possible. Students exiting the program after Grade 12 will possess solid job-entry skills. At each succeeding exit point in the curriculum, students will have acquired a higher level of skill and ultimately may focus their studies in a specialty area such as desktop publishing, medical, legal, or executive secretarial areas.

Because the curriculum is competency based and articulated, students can test out of courses if competencies can be demonstrated or receive college credit for successfully completing courses at the secondary level. This eliminates repetition of courses and reduces frustration of students. Students can move on to more advanced courses and develop advanced skills more quickly.

While each course in the curriculum is technology based, each course also focuses on the development of interpersonal, written, and verbal communication skills. The curriculum prepares students for all aspects of today's culturally diverse, technological workplace.

How Your School Will Benefit From the PSI® Model Curriculum

There are many good reasons to implement the PSI® Model Curriculum for Office Careers. Some of the most important ones are highlighted below.

Reasons to Implement the PSI® Model Curriculum

The PSI® Model Curriculum for Office Careers . . .

- Will put your program on the cutting edge of technology
- Is articulated for Grades 9 - 14
- Is based on extensive research
- Is a flexible model
- Makes curriculum revision easier
- Is nationally and internationally reviewed
- Recommends instructional materials
- Identifies courses, objectives, and competencies
- Is an excellent marketing tool
- Promotes increased enrollments

Exhibit 3

The PSI® Model Curriculum offers you a nationally researched and reviewed model on which to build your own program. Over one hundred educators, managers, and support staff throughout the United States and internationally have provided valuable input. This is a world-class model curriculum, futuristic by design. Because it is based on extensive research, the curriculum writers and reviewers believe this curriculum will serve theacademic and business community well for the next five years. Because there is just one curriculum for Grades 9-14, it supports partnership and articulation between secondary and postsecondary programs. The curriculum structure allows for a smooth, fluid transition from one level of learning to the next.

The application of technology is integrated throughout the curriculum, which means your program will be viewed by students, educators, and the business community as cutting edge. The result of adopting the curriculum will be increased enrollments and highly-employable and promotable graduates.

Most importantly to you, the PSI® Model Curriculum is designed to serve as a flexible tool. You can adapt the curriculum in a variety of ways to meet your individual program needs. Adopt all or part of the program and implement it over time. Courses are identified for you with descriptions, objectives, and competencies provided for each course. Instructional materials are recommended for each course, and the entire model curriculum is available to you on computer disk for easy adaptation. To receive your free disk

containing the PSI® Model Curriculum, contact South-Western Publishing Co. at 1-800-543-7972.

Research Base for the PSI® Model Curriculum

A review of several research studies went into the development of the new PSI® Model Curriculum for Office Careers. In 1987 PSI conducted research to identify and verify competencies that were important, frequently used, and essential for entry-level personnel. Managers, business educators, and experienced office professionals were surveyed. Job diaries were kept by entry-level workers. Results from this study became the basis for the first PSI model curricula (one secondary, one postsecondary). The findings made the models nationally recognized and highly respected in both academic and business circles. Many high schools and colleges nationwide implemented the curricula.

In 1991 and 1992, PSI initiated its own research and participated in research conducted by organizations interested in identifying the "state of the profession" of office workers. The findings from these research projects, as well as other projects conducted by the U.S. Department of Labor, led to the development of this new curriculum in 1993.

Findings from five studies will be cited here. However, it is important to note that the PSI® Model Curriculum was developed after careful analysis of many studies, media reports, and discussions with office staff personnel, educators, and business leaders. The curriculum was then reviewed by over one hundred educators, managers, and office professionals nationally and internationally to insure its universality. The new curriculum is built on a solid business/education partnership.

Research Study #1:
Professional Secretaries International Member Profile

The Professional Secretaries International Member Profile was published in 1993. A total of 2,700 questionnaires were sent to PSI members, and 28 percent provided responses. Of the findings, the following were among the most pertinent in the development of the PSI® Model Curriculum:

- Word processing is the most popular type of software used by secretaries (95.4 percent of respondents). Of those who use word processing, 69.3 percent use WordPerfect®, 21.5 percent use Microsoft® Word.

- Spreadsheet software is used by 72.9 percent of respondents. Lotus® is used by 76 percent of spreadsheet users and Excel by 18.2 percent.

- Database software is used by 46.2 percent of respondents. dBASE® is the most often used package at 61.9 percent. Graphics packages are used by 40.5 percent of respondents with Harvard Graphics® being most often used (50.0 percent).

- Desktop publishing software is used by 18.9 percent of respondents with over half using PageMaker®.

- The IBM®/compatible PC is the most widely used hardware on the job. Nearly 96 percent of respondents and 75 percent of respondents' executives use the computer on the job. Thirty-two percent of the office professionals had purchased a personal computer for home use.

- Respondents expressed a need for training for themselves and their peers in a number of areas: computer hardware and software, supervision, communication, negotiation, interpersonal skills, time management, and organization. (See Exhibit 4.)

Training

	Training Needed by Respondent	Training Needed by Other Company Secretaries
Computer/Software	65.0%	49.8%
Supervisory Skills	33.5%	14.4%
Computer/General	28.7%	34.8%
Time Management	28.2%	44.4%
Communication	27.7%	49.1%
Negotiating	24.9%	13.9%
Interpersonal Skills	24.5%	47.4%
Organization Skills	22.3%	45.0%

Data from *Professional Secretaries International® Member Profile* (Professional Secretaries International®, 1993), p. 13.

Exhibit 4

As a result of this and other studies, the curriculum is heavily oriented toward computer use. Courses in word processing, spreadsheets, desktop publishing, business communication and basic secretarial skills are included. Industry standard software is recommended throughout the curriculum to accommodate employer needs.

From this study alone, it is evident that educators must balance teaching: general versus specific career-centered skills, general versus specific hardware and software training, and technical versus interpersonal skills. The PSI® Model Curriculum provides this balance.

Research Study #2:
Learning A Living: A Blueprint for High Performance
A SCANS Report for America 2000

The Secretary's Commission on Achieving Necessary Skills (SCANS) conducted a study in April, 1992, to determine the skills people need to succeed in the world of work.

At the root of its findings is the statement that high-performance workplaces require workers with these competencies:

- The ability to manage resources (people and technology)
- The ability to work amicably and productively with others (teamwork and cooperation)
- The ability to acquire and use information (research and records management)
- The ability to master complex systems (information integration)
- The ability to work with a variety of technologies (computer skills)

The report concludes that these "workplace know-how's" are not taught in many schools or required for most diplomas but should be taught.

The PSI® Model Curriculum takes the findings of the SCANS report and the vision of the SCANS CLASSROOM to heart. The curriculum is competency based, incorporates all of the competencies listed above, and adds one more, critical thinking. The PSI® Model Curriculum reflects the understanding that these "workplace know-how's" are needed for outstanding job performance.

Research Study #3:
Today's Secretary, A Changing Profession in a Changing World

This report presents the findings of a survey conducted jointly by PSI and Minolta Corporation's Business Equipment Division released in April, 1991. Among the pertinent findings are these:

- Secretaries and managers agree that computer training is the highest priority (62 percent Secretaries/56 percent Managers). (See Exhibit 5 on page 9.)
- The great majority of secretaries are willing to receive on-the-job or off-site training in order to advance their careers. In fact, over a third indicated that they would be willing to go to school at their own expense if it were likely to lead to advancement.
- Personal computers and fax machines have become common. Graphics, desktop publishing, and local area networks are the most needed information technology products and the latest office trends.
- Virtually all respondents said that technology has forced them to learn new skills and enables them to produce more work, but very few people feel that technology has eliminated secretarial jobs (it has enhanced them!). Two-thirds of the respondents strongly agree that information technology products have improved productivity in their offices.

Types of Training Needed

	Secretaries' Responses	Managers' Responses
Computer Skills	62%	56%
Interpersonal Skills	36%	28%
Personnel Administration	34%	21%
Graphic Arts	31%	21%
Accounting/Finance	26%	26%
Time Management	26%	31%
Secretarial Skills	18%	15%

Data from *A Summary Report, Today's Secretary, A Changing Profession in a Changing World* (Professional Secretaries International® and Minolta Corporation, 1991), p. 18.

Exhibit 5

Among other things, this study shows that programs that incorporate the computer into the learning process will attract students. The PSI® Model Curriculum is designed to draw students into your program, increasing enrollments and providing community visibility for your program.

Research Study #4:
Career Paths for Support Staff

PSI contracted with the Survey Research Center at the University of Georgia to conduct a comprehensive, international mail survey of the responsibilities and career path opportunities of office professionals. The survey was completed in the spring of 1992. Among the important findings are these:

- According to respondents, the most frequently performed tasks are routine office tasks such as receiving visitors, answering/screening calls, sorting/distributing mail, providing information, and maintaining files.

- Document preparation including proofreading, editing, and keying correspondence/documents comes next on the list of frequently performed tasks.

- Decision-making tasks such as composing correspondence, handling confidential material, making decisions during absences of supervisor, and serving as a liaison fall last on the list of frequently performed tasks.

- According to respondents, the training most likely to advance their careers is management training, computer training, and supervisory skill development. (See Exhibit 6.)

- In addition, it was found that secretaries do more computer work, document design, and database work than administrative assistants. Administrative assistants are more involved in supervisory activities, equipment maintenance, and data analysis. Executive secretaries are more actively involved in scheduling, conference planning, decision making, and attending meetings.

Training Most Likely to Advance Career Goals

Training	% Office Professional Mentioning This Training
Management Skills	51.0%
Computer Skills	45.0%
Supervisory Skills	39.4%
Interpersonal Skills	29.2%
Accounting/Finance	27.2%
Time/Project Management	20.2%

Data from *Career Paths for Support Staff* (Professional Secretaries International®, 1992), p. 11.

Exhibit 6

The PSI® Model Curriculum is designed to develop students' skills in performing routine office tasks, preparing documents, and making sound job-related decisions. It balances the development of interpersonal and technical skills that entry-level employees must possess.

Research Study #5:
1993 Secretarial Want Ad Survey

For this survey, data was collected from newspaper want ads from 17 major cities throughout the United States and Canada. The survey was conducted by The Dartnell Corporation's Institute of Business Research and *From Nine to Five*. The survey findings were these:

- The foothold in the climb to secretarial success is computer skills. WordPerfect is still the word processing program of choice with 58.1 percent of ads requesting this skill. Microsoft Word was mentioned in 9.3 percent of the ads.

- Requests for specific hardware or software knowledge dropped—an incredible 33.9 percent decrease in requests. General computer knowledge and the ability to adapt to a variety of programs could become even more indispensable in the future.

- Spreadsheet knowledge was requested in 22.8 percent of the ads, up from the previous year's survey. Lotus 1-2-3 knowledge was requested in 73.1 percent of the ads, Excel in 18.7 percent.

- The top five skills/abilities currently sought by employers are highlighted in Exhibit 7.

Percent of Ads Mentioning Specific Skill/Ability

Skill/Ability	1993	1992
Computer	70.3%	66.8%
Word Processing	60.6%	52.9%
Organization	23.9%	23.4%
Communication	21.9%	19.4%
Initiative	17.6%	15.8%

Data from *From Nine To Five, 1993 Secretarial Want Ad Survey,* (The Dartnell Corporation, 1993), June 28, 1993, p. 4.

Exhibit 7

In keeping with the results of this survey, the PSI® Model Curriculum is right on track, integrating the use of computers in all its courses and emphasizing the development of excellent computer skills that mean employment for your students.

Assessment

Because the PSI® Model Curriculum is competency based, it is important that instructors do not limit themselves to teacher-made or textbook standardized testing to evaluate student learning outcomes or the success of the program as a whole. Suggested assessment methods for students and the programs follow.

Portfolio review. Have students accumulate their best work to place in a portfolio along with a resume, certificates or diplomas earned, honors, scholarships, or awards received.

Senior project. Have students develop a capstone project to reflect their competencies and skills to be evaluated by a panel of working professionals.

Observation. This method may include participation in student and professional organizations, employment in the field at an exit point, further study in the field, or cooperative education/internship.

Standardized testing. Use standardized tests developed by government, industry, educational institutions, publishers, and other organizations as appropriate for the program of study.

Interviews. This method may include interviews with entering and exiting students, graduates (after one to five years), employers, and advisory members.

Attitudinal surveys. Conduct an attitudinal survey to determine graduate and employer satisfaction with the overall program of study.

Performance-based examinations and/or simulations. With this method, students should be assessed in relation to explicit criteria for each competency. Examinations and/or simulations can progress to varying levels of complexity and difficulty. Expectations for performance for various exit levels should be established.

Getting Started

If you are beginning a program and would like to adopt the PSI® Model Curriculum in its entirety, or if you have a program but want to change it over time to incorporate the total suggested curriculum, you may be wondering how to get started. If you already have a program but would like to increase enrollments or create renewed interest by adding some courses, you may be wondering how adopting the PSI® Model Curriculum can help.

To begin the process of adapting the PSI® Model Curriculum (be it a few courses or the entire curriculum) to your own program, consider the following ten-step process:

1. Review the PSI® Model Curriculum until you are familiar and comfortable with it. Talk to teachers who have used it.

2. Survey your student population to determine their skill levels and career expectations.

3. Survey your local business community to determine the skills they are seeking in office professionals. Ask about hardware and software requirements. Discuss responsibilities employees are given on the job.

4. Ask your advisory committee to review your present curriculum and to compare it to the PSI® Model Curriculum. Select those courses that meet student and local business needs.

5. Prioritize the courses that the advisory committee believes should be implemented.

6. Analyze your resources and determine future needs:
   facilities (classroom, equipment, software)
   teacher training needed
   books and instructional materials needed

7. Talk with instructors from other departments to determine how best to maximize available equipment and teacher talents.

8. Finalize your plans and set up an implementation schedule, determining when to implement specific courses.

9. Seek approval of your implementation schedule and expenditures through the proper channels.

10. Implement the program.

Frequently Asked Questions

Following are some frequently asked questions that educators have when reviewing the PSI® Model Curriculum. The answers to the questions will also help you to get started in the implementation process.

Q. How do I change academic policies or work with the curriculum committee to adopt the PSI® Model Curriculum?

A. Make the curriculum committee a part of the decision-making process. Distribute copies of the curriculum to them. Make a short presentation on the advantages of the curriculum for your school. Note the disadvantages, but provide examples of how these can be overcome. Ask the group to share the advantages and disadvantages they see. Prepare an adoption plan, highlighting the stated advantages. Show how the curriculum would be implemented over time. Talk to other teachers who have implemented the curriculum to get their input and see how they overcame objections. Once the curriculum has been implemented, give the group periodic updates on its progress. Continue to monitor its effectiveness. Build evaluation into the adoption plan.

Q. How do I handle students entering the program with diverse skills and backgrounds?

A. Use diversity as a selling point. Identify the kinds of diversities your community has and then mold your program to accommodate them. Take beginning one-semester courses and stretch them into two-semester courses to provide more learning and practice time. Allow for lab time where students can practice computer skills after class hours. Provide successful role models to promote self-esteem. Integrate critical skills in all of the courses by providing simulations and assignments where particular skills can be reinforced. Use student organizations to build personal and professional skills. Involve the class with outside projects that allow practical applications of the skills taught. Network with other teachers who have students like yours. Compare programs.

Q. How can I adapt the curriculum for reentry students?

A. Start with skill assessment. Discover students' strengths and weaknesses. Make an attempt to individualize courses where you can, especially in the assignments. Remember that self-esteem is a big factor in successful reentry. Again, role models will be helpful. PSI chapters can also be supportive by providing age-appropriate mentors. Plan a program that gives credit for life and work experiences. Work closely with temporary placement agencies. They can help you adapt your program to older adults and tell you about the needs of community employers.

Q. *How do I start the articulation process?*

A. Set up a meeting between the business departments at both (or all) institutions. Begin by discussing programs and finding common points of agreement. Focus on skills and competencies when discussing courses. Provide the group with a number of reasons why the articulated situation is a WIN/WIN/WIN for each school and the student. Target a few courses. Select the exit competencies you want, then agree on the course outline. Invite an administrator for at least one meeting. Select several students who are willing to try the articulated courses. Promote the courses and highlight the students in the local newspaper. Speeding up the time it takes to graduate from college is news . . . good news.

Q. *How can I get in touch with other teachers who are using the curriculum?*

A. PSI keeps track of many institutions using the curriculum and will try to match you with another teacher by level, kind of school, and student population. Please let PSI know when you have adopted the curriculum, so you can be a resource for someone else.

Q. *How can I adopt the curriculum if my equipment is limited?*

A. Begin with the equipment you have. If you can't allow students hands-on experiences, then use field trips to companies using the technologies, invite vendors to class to demonstrate equipment, write for brochures and videos showing the machines and their uses, use material from PSI—like audiotapes and videos discussing the processes. Apply for equipment grants from vendors and area businesses. Talk to local businesspersons to see if they would sponsor your institution and provide equipment in return for your providing staff training for them or placing students in future positions. Build on your networks.

Q. *How do I get fellow teachers to welcome technology?*

A. Attend professional meetings. Share handouts and notes with other teachers. Invite educators to your school to talk about the pluses of using technology in the curriculum. Apply for training grants from vendors and manufacturers to learn new technology. Highlight programs that employ technology. Get the backing of your administration. Show that technology courses increase enrollment. Offer to hold technology courses for faculty. Cite research that points out the advantages of technology. Use technology in your own methods . . . don't just teach about it!

Q. *How can I keep up with technology?*

A. First, accept that you can't learn everything. Learn a few areas well and develop general knowledge in other related areas. Encourage other faculty to specialize in other areas of technology. Invite area office professionals to teach applications of specific software or be available for troubleshooting or application questions and answers. Subscribe to computer hardware and software newsletters and magazines. Set up annual demonstrations by local product vendors. Use the hotlines provided. Join user groups. Most of all, have fun with technology. Learn from your students and anyone else who uses it well.

CURRICULUM OVERVIEW

The purpose of the PSI® Model Curriculum For Office Careers is to provide a comprehensive secondary and postsecondary curriculum model. This model will define the knowledge, skills, and attitudes needed by office professionals to integrate and apply the office resources of people and technology in the "new" reengineered office.

The PSI® Model Curriculum provides teachers with 25 relevant, futuristic courses (19 core courses and 6 optional courses) written by a team of business educators from secondary, postsecondary, and state department areas. The latest research from PSI, the U.S. Department of Labor, professional and training associations, and other sources was used in developing the curriculum. Input from managers, practicing office professionals, and business educators on the leading edge of human and technology resources was incorporated.

Curriculum Application

The PSI® Model Curriculum may be used three ways:

1. As a tech-prep model, students at the secondary level may take courses for which they can receive college credit. These courses will have been reviewed by both the cooperating secondary and postsecondary institution during articulation meetings. The articulated courses offered at the secondary level are identical to courses of the same name offered at the postsecondary level. The emphasis is on competencies, or demonstrated skills, not academic level.

2. As a non-articulated secondary model, the curriculum provides a four-year program to prepare students either to enter the workforce immediately after graduation from Grade 12 or to enter a postsecondary institution for advanced study and specialization.

3. As a non-articulated postsecondary model, the curriculum provides a two-year program for recently graduated secondary students, people who are working while returning to school part-time to enhance skills and promotability, and people reentering the workplace after an extended absence who need to update or develop skills.

Curriculum Flexibility

The PSI® Model Curriculum is noted for its flexibility as either an articulated or non-articulated model. Students may exit after Grade 12 to enter the job market. Having completed the suggested course sequence, students will have marketable skills for entry-level office positions. Students who complete the suggested curriculum will have experience in some or all of the following areas: keyboarding, word processing, database, spreadsheet, desktop publishing, basic math, accounting, and business English. Students will also have personal and professional skills for being successful on the job, such as self-assessment,

accountability, and business and work ethics. They may have completed a supervised work experience or participated in a student organization.

Students finishing Grade 12 in an articulated program and going on to a postsecondary institution may have already completed many courses offered in the first year of postsecondary instruction. These students will have the option of graduating with an associate degree (and possibly the CFS rating) after a single year, or remaining for the usual two years to specialize in an area or take additional electives. These specializations may include traditional programs already in place, such as legal, medical, executive secretarial, or newly developed areas such as desktop publishing, office management, or office systems. This flexibility accommodates students who want to get into the workplace as soon as possible, as well as those who choose to work and attend classes. This flexibility is also useful for reentry students who can "test out" of courses by demonstrating competencies for skills they have already mastered or who enroll in entry-level courses to achieve new skills. The model allows "credit" for life and work experiences.

Graduates of the postsecondary program will have mastered all the skills indicated in the articulated program, plus records and office management, operating systems, advanced word processing, telecommunications, and local area network skills. Suggested optional courses such as Print and Presentation Media, Design Concepts and Applications, Business Graphics, Exploring Existing and Emerging Technologies, and Advanced Business Communications will provide students with even more advanced skills.

For students who could benefit from remedial courses, or students with English as a second language, the curriculum is flexible enough to allow for developmental courses as electives, or extending a course from a half-year to a full-year. Conversely, schools may choose to divide a course into smaller units to accommodate a quarter system. Note that Keyboarding is a prerequisite course, and Introduction to Business Careers is an optional course at Grade 8 or earlier. This follows a nationwide trend of teaching keyboarding and career education at the elementary level.

Curriculum Focus

The PSI® Model Curriculum emphasizes the use of technology and the development of interpersonal and professional skills. It incorporates international business in such areas as communication and customer service and stresses the need for a better understanding and acceptance of multicultural diversity. It addresses gender discrimination and utilizing the skills of the differently-abled. Emphasis is on performance-based assessment, and teachers are encouraged to use technology in their teaching methods to show its application. Simulations, work experiences, and practical applications are vital, illustrating course relevance and skill applications.

Teamwork is considered important and use of student groups is suggested throughout the curriculum. Suggested assessments range from objective formats to the creation of a student work portfolio, computer-based assessments, and integrated projects using multiple skills and software programs. Business/education partnerships form the foundation of the curriculum. The curriculum is student-centered and employment-focused.

The PSI® Model Curriculum is designed to build skills that students will use on the job—and to get the job. The more courses students take, the more developed their skills will

be. Below is a partial listing of the skills your students can develop, depending upon the number of courses they complete.

Skills Developed Through Curriculum Courses

Accounting
Analytical
Basic math
Composition
Computer (hardware and software)
Critical thinking
Database
Decision making
Desktop publishing
Document preparation
Editing
Formatting
Grammar
Graphic design
Human relations
Interpersonal communications
Interviewing
Keyboarding
Organization
Problem solving
Proofreading
Punctuation
Records management
Resume writing
Spreadsheet
Supervision
Telephone
Time management
Word processing

Exhibit 8

Curriculum Model

The illustration on page 18 provides an overview of the complete PSI® Model Curriculum for Office Careers. Courses are placed in suggested grade levels with postsecondary levels divided into two semesters—A and B. The suggested time frame for most courses is one semester unless noted as "full year" courses. Schools using the quarter system may need to modify or divide content of semester courses to create quarter courses.

Articulated courses are indicated by a star following the course title. Ideally, students completing an articulated course at the secondary level should not repeat that course at the postsecondary level since the course content is the same at both levels.

Every student is not expected to complete every course in the curriculum. Students will select courses based upon their interests, the requirements of degree or certificate programs in which they are enrolled, and the time available for elective courses. Arrows indicate several exit points where students may exit the educational system with marketable skills.

Optional courses are listed separately near the bottom of the page. Introduction to Business Careers is suggested for Grade 8 or lower. The remaining courses are suggested for students who have completed several courses at the secondary level and have time for additional courses at the postsecondary level.

PSI® Model Curriculum for Office Careers

Level	Course	Exit Points
8 or ⇓	Prerequisite: Keyboarding Introduction to Business Careers (Optional)	
9	Keyboarding Skill Building and Document Formatting ★ Business Math (Full Year)	
10	Applied Computer Technologies Spreadsheets ★	
11	Accounting (Full Year) Database ★ Word Processing ★ Business English ★ Business Communication Technologies ★	
12	Administrative Procedures and Technologies ★ (Full Year) Business Intership/Cooperative Education ★ (Full Year) Desktop Publishing ★ Personal and Professional Development ★	⇨
13A	Keyboarding OR Keyboarding Skill Building and Document Formatting ★ Operating Systems Business English ★ Word Processing ★ Personal and Professional Development ★	⇨
13B	Database ★ Spreadsheets ★ Advanced Word Processing Administrative Procedures and Technologies ★ Business Communication Technologies ★	⇨
14A	Records Management and Imaging Technologies Desktop Publishing ★ Introduction to Telecommunications and Networking	⇨
14B	Office Resources Management	⇨

Optional Courses	
Level 14A, 14B	Business Internship/Cooperative Education★
14B	Advanced Business Communication Technologies
14A, 14B	Design Concepts and Applications
14A, 14B	Exploring Existing and Emerging Technologies
12, 13B, 14A	Business Graphics
14A	Print and Presentation Media

★ Articulated courses may be taken at either the secondary or the postsecondary level.

Optional courses are available on disk from South-Western Pub. Co.

COURSE DESCRIPTIONS

Individual course descriptions complete with objectives, competencies, and recommended learning materials for each course follow beginning on page 20. Use the table below to locate course descriptions quickly.

COURSE	PAGE
Accounting	20
Administrative Procedures and Technologies	23
Advanced Word Processing	28
Applied Computer Technologies	31
Business Communication Technologies	34
Business English	38
Business Internship/Cooperative Education	41
Business Math	45
Database	48
Desktop Publishing	51
Introduction to Telecommunications and Networking	55
Keyboarding	58
Keyboarding, Skill Building, and Document Formatting	61
Office Resources Management	64
Operating Systems	68
Personal and Professional Development	71
Records Management and Imaging Technologies	74
Spreadsheets	78
Word Processing	81

Optional Courses

The following optional courses are available on disk in IBM WordPerfect® format along with the rest of the PSI® Model Curriculum. To receive your free disk from South-Western Publishing Co., call 1-800-543-7972.

Advanced Business Communication Technologies
Business Graphics
Design Concepts and Applications
Exploring Existing and Emerging Technologies
Introduction to Business Careers
Print and Presentation Media

Accounting

Suggested Level: 11

Prerequisites: Business Math or Basic Math

Description: Accounting will allow the student to build on basic math skills while learning overall accounting concepts, principles, and automated accounting procedures. This course is designed to help students learn how accounting relates to different careers, learn accounting terminology, and apply accounting procedures. Accounting will provide students with an understanding of the accounting principles, cycle, and equation which are essential for success in other courses and in office careers.

Considerations: Appropriate software and equipment for automated accounting should be available. One year is the recommended course length for Accounting. A working knowledge of spreadsheet software would be very helpful to students who take this course. It is recommended that math credit be given for Accounting.

Objectives

In successfully completing this course, students will:

1. Demonstrate an understanding of terminology related to accounting careers and understand the career opportunities available.
2. Demonstrate an understanding of basic accounting terminology, concepts, and procedures for a proprietorship, partnership, and corporation.
3. Demonstrate accounting procedures used in a proprietorship, partnership, and corporation.

Competencies

1. Demonstrate an understanding of terminology related to accounting careers and understand the career opportunities available.
   a. Define terminology related to accounting careers.
   b. Describe how accounting serves as a basis for careers.
   c. List the differences in the tasks of different accounting workers.

2. Demonstrate an understanding of basic accounting terminology, concepts, and procedures for a proprietorship, partnership, and corporation.
   a. Describe applications of accounting concepts for a proprietorship, partnership, and corporation.
   b. Define accounting terms related to business transactions, worksheets, journal entries, posting to ledgers, adjusting and closing entries, banking practices, financial statements, payroll, depreciation, uncollectible accounts, accrued revenue and accrued expenses, voucher systems, petty cash systems, inventory systems, and automated accounting systems.

c. Describe the concepts and procedures related to business transactions, worksheets, journal entries, posting to ledgers, adjusting and closing entries, banking practices, financial statements, payroll, depreciation, uncollectible accounts, accrued revenue and accrued expenses, voucher systems, petty cash systems, inventory systems, and automated accounting systems.

3. Demonstrate accounting procedures used in a proprietorship, partnership, and corporation.
   a. Analyze how transactions affect items in an accounting equation.
   b. Prepare financial statements.
   c. Record business transactions in a journal.
   d. Post amounts from a journal to a general and/or subsidiary ledger.
   e. Plan adjustments for a work sheet.
   f. Identify selected procedures for finding and correcting errors in accounting records.
   g. Prepare business forms related to a checking account.
   h. Analyze transactions related to purchases, cash payments, sales, and cash receipts.
   i. Open accounts in a general and a subsidiary ledger.
   j. Journalize and post payroll transactions.
   k. Prepare payroll tax reports.
   l. Figure, record, and post estimated bad debts expense.
   m. Figure depreciation expense and book value of a plant asset.
   n. Record plant asset information in a plant asset record.
   o. Record entries related to accounting for plant assets and depreciation.
   p. Record entries for accrued revenue and accrued expenses.
   q. Journalize the declaration and payment of a dividend accounting system.
   r. Prepare automated accounting system business forms needed for input of data.
   s. Perform file maintenance activities in automated accounting systems.
   t. Prepare business forms related to a voucher system, petty cash system, and an inventory system.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Accounting.**

Secondary Materials

Century 21 Accounting by Ross, Hanson, Gilbertson, and Lehman

Century 21 Accounting, Advanced Course by Ross, Hanson, Gilbertson, and Lehman

Century 21 Accounting, General Journal Approach, First Year Course by Ross, Hanson, Gilbertson, and Lehman

Fundamentals of Accouting, Part 1 by Ross, Hanson, Gilbertson, and Lehman

Fundamentals of Accouting, Part 2 by Ross, Hanson, Gilbertson, and Lehman

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Administrative Procedures and Technologies

Suggested Level: 12A-12B; 13B

Prerequisites: Word Processing

Description: Administrative Procedures and Technologies will provide comprehensive coverage and integration of business skills and issues, develop critical-thinking and problem-solving skills, and establish a foundation in business procedures. An understanding of the roles of administrative support personnel, employment skills, office health and safety issues, organization and time management, records management, information and communications systems, national and international communications, meeting and travel planning, reprographics, and report and presentations research and development are included.

Considerations: This course may be used as a capstone course at the secondary level. Word processing, spreadsheet, and database software should be available for student use. It is recommended that electronic mail, simulated or actual telecommunications software, and personal information management software also be available for student use. Involvement in student organizations may be one instructional method to use in presenting travel and meeting-planning competencies.

Objectives

In successfully completing this course, students will:

1. Describe the importance of administrative support in today's business environment.
2. Develop personal and professional skills necessary for securing and maintaining employment.
3. Examine employment, health, and safety issues.
4. Manually or electronically apply organizational and time management principles to increase productivity.
5. Demonstrate automated or manual records management skills.
6. Process mail.
7. Demonstrate an understanding of reprographics equipment, procedures, and applications.
8. Demonstrate knowledge of information communications systems.
9. Demonstrate knowledge of telephone systems and good telephone protocol.
10. Demonstrate knowledge of the processes involved in making national and international travel arrangements and issues related to such travel.
11. Demonstrate ability to plan and conduct a meeting.
12. Demonstrate individual or group ability to plan, research, organize, and prepare a written and/or oral presentation using appropriate media and technology to present solutions to current business issues or problems.

Competencies

1. Describe the importance of administrative support in today's business environment.
   a. Define administrative support.
   b. Discuss the impact of technology in business.
   c. Explain the importance of continuing education and professional development in lifelong learning.
   d. Discuss the responsibilities of individual employees in relation to global competition, increased emphasis on personal productivity, customer service, and responsible business practices.
   e. Review an organizational network and describe the relationships between positions and responsibilities.

2. Develop personal and professional skills necessary for securing and maintaining employment.
   a. Identify ethical practices and responsibilities including handling confidential information.
   b. Apply good human relation skills in working with others in a diverse, multicultural environment.
   c. Use effective oral and written communication skills.
   d. Follow and give written and oral directions.
   e. Display a professional attitude when requested to correct or revise work.

3. Examine employment, health, and safety issues.
   a. Discuss the importance of good labor relations.
   b. Identify and discuss state, federal, and local labor laws.
   c. List workers' rights regarding issues such as sexual harassment, discrimination, and privacy.
   d. Identify agencies that establish and monitor health and safety standards; identify important health and safety standards established by these agencies.
   e. Discuss workers' compensation.
   f. List the main causes of accidents in the office and identify preventive measures.
   g. Define and discuss ergonomics.
   h. Identify health problems associated with improper use of technology, such as carpal tunnel syndrome, and identify preventive measures.
   i. Identify responsibilities organizations have to their employees in terms of the *Right to Know Law* and risk management.

4. Manually or electronically apply organizational and time management principles to increase productivity.
   a. Define productivity.
   b. Create a personal time log to analyze how time is spent.
   c. Set goals and establish priorities.
   d. Develop a To Do List, prioritize tasks, and establish deadlines.
   e. Use a calendaring system.
   f. Outline steps needed to complete a project: determining resources required (people, time, money, facilities), analyzing work flow for efficiency, and determining and tracking delegated responsibilities.

5. Demonstrate automated or manual records management skills.
   a. Define terms associated with filing and records management.

b. Create a filing system for efficient storage and retrieval of integrated media such as electronic resumes, videos, and disks.
c. Index, code, file, and retrieve by alphabetic, geographic, subject, and numeric systems.
d. Cross-reference materials in the alphabetic, numeric, alpha-numeric, geographic, and subject filing systems.
e. Name organizations that set standards for and provide information on records management.
f. Describe automated and manual records storage systems.
g. Describe microfilm records storage systems.
h. Discuss a records retention program in terms of legal and other considerations.
i. Discuss procedures to keep classified or confidential materials secure.

6. Process mail.
   a. Define terms associated with mail processing.
   b. Classify and sort mail.
   c. Address national and international mail.
   d. Select and justify the most appropriate method to use in sending domestic and international mail in terms of cost, time, and other considerations.
   e. Sort and select records from a database to create a mailing list.
   f. Discuss ethical and legal issues associated with electronic mail.
   g. Discuss the advantages, disadvantages, costs, confidentiality, external and internal systems, and other aspects of facsimile mail.
   h. Fax a document.

7. Demonstrate an understanding of reprographics equipment, procedures, and applications.
   a. Define terminology associated with reprographics (copying).
   b. Identify types of copiers available and copier features.
   c. Establish a quality standard and use it to ensure quality output.
   d. Discuss proper maintenance of copying equipment.
   e. Determine the most appropriate method to use in copying documents.
   f. Discuss copyright laws associated with copying printed material.
   g. Copy documents producing quality reproductions.
   h. Explain trouble-shooting procedures to follow when confronted with a problem during copying.
   i. Compare and recommend vendors using specified criteria, evaluating features, support, and maintenance services.

8. Demonstrate knowledge of information communications systems.
   a. Define telecommunications and network terminology.
   b. Explain the different network architectures (topologies) including star, ring, and bus configurations.
   c. Identify hardware requirements for transmitting data electronically.
   d. Discuss the application and features of communication systems including bulletin boards, information services, bibliographic (electronic library retrieval) services, world-wide networks, electronic banking, and computer conferencing.
   e. Access or send information using any of the communication software applications discussed above.

9. Demonstrate knowledge of telephone systems and good telephone protocol.
   a. Discuss current and futuristic features of telephone systems (call restriction, call waiting, automatic call back, call timing, conference calling, and speed dialing).
   b. Describe features of voice mail.
   c. Explain long-distance service features.
   d. Determine the most appropriate method to use in placing telephone calls.
   e. Explain how to place national and international long distance calls requiring telephone credit card or operator assistance.
   f. Discuss proper telephone protocol.
   g. Locate business, government, and residential phone numbers by using the telephone book.
   h. Determine time zones and area codes and outline procedures for making calls using this information.
   i. Apply good techniques when placing and receiving telephone calls.
   j. Transfer and screen calls efficiently.
   k. Take and relay accurate phone messages.

10. Demonstrate knowledge of the processes involved in making national and international travel arrangements and issues related to such travel.
   a. Analyze various methods of travel and determine the most appropriate method.
   b. Investigate international health policies, driving regulations, customs procedures and restrictions, passport and visa requirements, monetary exchange procedures, time differences, embassy locations, ground transportation, and cultural differences.
   c. Plan a national and international trip including working with a travel agent, arranging car rentals, and making hotel reservations.
   d. Make a travel itinerary.
   e. Discuss safety and security issues related to travel, such as preventative health measures and personal and property safety techniques.
   f. Complete an expense report.

11. Plan and conduct a meeting.
   a. Perform pre-meeting procedures.
   b. Create a meeting agenda.
   c. Conduct a meeting.
   d. Take minutes of a meeting.
   e. Evaluate a meeting.

12. Demonstrate individual or group ability to plan, research, organize, and prepare a written and/or oral presentation using appropriate media and technology to present solutions to current business issues or problems.
   a. Identify the problem or issue to be addressed.
   b. Research the issue or problem.
   c. Analyze the research results in order to organize or problem solve.
   d. Prepare and give a written or oral presentation.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Administrative Procedures and Technologies.**

Secondary Materials

The Office by Oliverio, Pasewark, and White

Postsecondary Materials

Administrative Support Systems and Procedures by Jaderstrom and Kruk

Office Procedures and Technology by Fulton

Procedures for the Office Professional by Fulton and Hanks

The Electronic Office by Tilton, Jackson, and Rigby

Supplementary Materials

Alphabetic Indexing by Guthrie and Norwood

Alphabetic Indexing Rules, Application by Computer by Fosegan

Beacon Hill Associates, An Executive Secretary Simulation by McIntosh and Welter

Business Records Control by Fosegan, Ginn, and Goodman

Getting a Job by Zedlitz

Intensive Files Management by Henne

Microfile II by Foesgan

Office Filing Procedures by Fosegan, Ginn, and Goodman

Reference Manual for the Office by House and Sigler

SimpliFile by Fosegan, Goodman, and Bassett

Telephone Techniques and Technology by White

Word Division Manual by Perry

The Silver Unicorn, A Telecommunications Simulation by Dickey-Olson.

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Advanced Word Processing

Suggested Level: 13B

Prerequisites: Word Processing and Operating Systems or equivalent competencies

Description: Advanced Word Processing will increase student proficiency in using advanced word processing functions. Emphasis will be placed on adapting software for particular jobs and industries. Importing and exporting information between software packages and generating complex documents such as newsletters and forms will be included.

Considerations: Industry standard software is recommended, and exposure to multiple word processing packages is preferred. This course will allow students to maximize their effectiveness with word processing in the business office and to continue to develop a professional portfolio.

Objectives

In successfully completing this course, students will:

1. Create documents for specialized fields such as medical, legal, government, and insurance which require special characters or formatting.
2. Compose documents on screen and print clean final copy.
3. Manipulate files through a word processing file manager.
4. Generate complex, multipart documents such as newsletters and brochures using desktop publishing capabilities of the word processing software.
5. Adapt or customize software applications to maximize productivity.
6. Generate complex business forms.
7. Manipulate numeric and alphabetic information.
8. Communicate using software telecommunications features.

Competencies

1. Create documents for specialized fields such as medical, legal, government, and insurance which require special characters or formatting.
   a. Incorporate ASCII, international, and other special characters.
   b. Key equations.
   c. Number paragraphs and lines.
   d. Utilize and add to specialized dictionaries.
   e. Generate tables of contents.
   f. Annotate reports.

2. Compose documents on screen and print clean final copy.
   a. Input information.
   b. Organize and arrange information.

c. Edit for grammar, content, word usage, and spelling.
d. Print mailable final copy.

3. Manipulate files through a word processing file manager.
   a. Move files.
   b. Delete files.
   c. Copy files.
   d. Rename files.

4. Generate complex, multipart documents such as newsletters and brochures using desktop publishing capabilities of the word processing software.
   a. Organize and emphasize text with multiple fonts.
   b. Import/scan graphics.
   c. Place graphics and lines.
   d. Import/export information between software packages.
   e. Format columns.
   f. Design complex tables.
   g. Incorporate good graphic design elements in documents.

5. Adapt or customize software applications to maximize productivity.
   a. Create and use macros.
   b. Develop and apply style sheets.
   c. Customize defaults.
   d. Customize keyboard settings and use international and alternate keyboard settings.

6. Generate complex business forms.
   a. Design printed forms for completion by hand or machine.
   b. Design electronic forms for completion on screen.

7. Manipulate numeric and alphabetic information.
   a. Sort in ascending order and in descending order.
   b. Sort on multiple keys.
   c. Perform mathematical calculations.
   d. Link and embed information between documents and programs.

8. Communicate using software telecommunications features.
   a. Connect to other resources using software phone dialing capabilities.
   b. Transmit documents via faxboard from within word processing software.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Advanced Word Processing.**

Postsecondary Materials

Advanced WordPerfect 5.0/5.1 by Sullivan

Desktop Publishing With WordPerfect by Sullivan

From Word Processing to Desktop Publishing by Blanc

Using WordPerfect 5.2 for Windows™ for Desktop Publishing by Gehris (Available Spring, 1994)

WordPerfect on the Macintosh® by Sullivan

WordPerfect 5.1 Complete Course by Eisch

Supplementary Materials

Regal Crown Hotel, An Advanced Word Processing Simulation by Ambrose

Surfside Resort, A Business Publishing Simulation by Sullivan

WordPerfect 5.1 Macro SourceBook by Hubbard (Available Spring, 1994)

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Applied Computer Technologies

Suggested Level: 10A

Prerequisites: Keyboarding or equivalent competencies

Description: Applied Computer Technologies is an overview course that will insure students a firm foundation in computer applications. Students will be introduced to operating systems, word processing, database, spreadsheets, desktop publishing, multimedia, and telecommunications. This course will also explain the differences between working on a network and in a stand-alone environment.

Considerations: Using a simulated learning experience as a culmination to this course would be beneficial. This basic course is essential in preparing students for more advanced courses.

Objectives

In successfully completing this course, students will:

1. Demonstrate a basic understanding of computer operating systems.
2. Demonstrate a basic understanding of word processing.
3. Demonstrate a basic understanding of database applications.
4. Demonstrate a basic understanding of spreadsheet applications.
5. Demonstrate a basic understanding of desktop publishing applications.
6. Describe the basic concepts and applications of multimedia.
7. Demonstrate a basic understanding of telecommunications.
8. Describe computer viruses.
9. Explain the ethics and licensure regulations relating to computer usage.

Competencies

1. Demonstrate a basic understanding of computer operating systems.
   a. Define terminology related to computer operating systems.
   b. List and describe applications of computer operating systems.
   c. List and describe the differences between working in a network environment and a stand-alone computer environment.
   d. Apply basic commands of operating system software.
   e. Demonstrate proper file and disk management.

2. Demonstrate a basic understanding of word processing.
   a. Define terminology related to word processing.
   b. List and describe applications of word processing.
   c. Apply basic word processing features to produce simple documents.

3. Demonstrate a basic understanding of database applications.
   a. Define terminology related to database applications.
   b. List and describe database applications.
   c. Apply basic features of database software.

4. Demonstrate a basic understanding of spreadsheet applications.
   a. Define terminology related to spreadsheet applications.
   b. List and describe spreadsheet applications.
   c. Apply basic features of spreadsheet software.

5. Demonstrate a basic understanding of desktop publishing applications.
   a. Define terminology related to desktop publishing applications.
   b. List and describe desktop publishing applications.
   c. Apply basic features of desktop publishing software.

6. Describe the basic concepts and applications of multimedia.
   a. Define terminology related to multimedia.
   b. List and describe applications of multimedia.

7. Demonstrate a basic understanding of telecommunications.
   a. Define terminology related to telecommunications.
   b. List and describe telecommunications applications.
   c. Describe the importance of using proper etiquette and ethics related to telecommunications.
   d. Apply basic features of telecommunications equipment and software.

8. Describe computer viruses.
   a. Explain the effects of computer viruses.
   b. Identify various types of computer viruses.
   c. List methods of prevention and elimination of computer viruses.

9. Explain the ethics and licensure regulations relating to computer usage.
   a. Describe ethical and unethical behavior as it relates to computer usage.
   b. List the various types of licensure and regulations that apply to computer usage, such as copyright, site licenses, and confidentiality.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Applied Computer Technologies.**

Secondary Materials

Computer and Information Processing by Clark, Allen, and Klooster

Computer Applications and Concepts by Groneman and Jaderstrom

Computer Dimensions by South-Western Publishing and Arnowitz Productions

Hypercard® and Interactive Video Made Easy by Pollard

Computing With ClarisWorks™ by Price (Available Spring, 1994)

Hyperstudio® Quick Course, Apple® II GS® Version by Cochran and Staats

Hyperstudio Quick Course, Macintosh Version by Cochran and Staats

Microsoft Works for DOS® Tutorial and Applications by Pasewark and Pasewark

Microsoft Works for Macintosh Tutorial and Applications by Pasewark and Pasewark

Microsoft Works for Windows Tutorial and Applications by Pasewark and Pasewark

Telecommunications Concepts and Applications by Cubbler, Olivo, and Scrogan

Wheels for Sale, A Computer Applications Simulation by Boyce and Boyce

WordPerfect/Lotus/dBASE Tutorial and Applications by Thompson

Supplementary Materials

Humanagement, Inc. Activities for Word Processing, Database, Spreadsheet, Graphing, and Desktop Publishing by Popyk and Maddalena

Sails for Rent, an Information Management Simulation by Boyce and Boyce

VideoStop: Computer Applications Simulation by Crippen and Jaehne (Available Fall, 1994)

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Business Communications Technologies

Suggested Level: 11B, 13B

Prerequisites: Word Processing and Business English or equivalent competencies

Description: Business Communications Technologies will teach advanced grammar, punctuation, and composition skills. Students will prepare business correspondence, deliver oral presentations, and use electronic writing tools. Students will develop sensitivity in communicating with a diverse workforce. International communications will also be addressed.

Considerations: Appropriate software such as word processing, electronic mail, grammar checkers, and presentation software should be available for student use. Use of telephone simulation equipment is also recommended.

Objectives

In successfully completing this course, students will:

1. Demonstrate effective listening skills.
2. Demonstrate knowledge of correct format and styles for business letters, memorandums, and reports.
3. Communicate effectively in written form.
4. Produce and distribute appropriately formatted business documents.
5. Demonstrate effective speaking skills.
6. Plan, develop, and deliver an oral presentation.
7. Demonstrate sensitivity in communicating with a diverse workforce.
8. Develop communication skills for an international audience.
9. Use the telephone effectively for oral business communications using a variety of telephone features and equipment.

Competencies

1. Demonstrate effective listening skills.
   a. Acquire the listening skills needed for employment.
   b. Listen for content when taking written notes for meetings, instructions, and telephone messages.
   c. Use listening techniques to remember information and names.
   d. Listen to and follow oral directions.

2. Demonstrate knowledge of correct format and style for business letters, memorandums, and reports.
   a. Describe common business letter styles.
   b. Describe common business memorandum styles.
   c. Describe common business report styles.

3. Communicate effectively in written form.
   a. Determine the purpose of the communication and the intended audience for documents.
   b. Gather the necessary information.
   c. Organize information and plan the message.
   d. Choose the most appropriate format for messages.
   e. Revise the document if necessary.
   f. Use proofreaders' marks properly.
   g. Use print or electronic references to verify accuracy.
   h. Use correct grammar, appropriate tone, degree of formality, and reading level.
   i. Compose messages that are clear, concise, complete, consistent, correct, and courteous.

4. Produce and distribute appropriately formatted business documents.
   a. Generate documents using word processing software.
   b. Choose and apply appropriate formats for documents.
   c. Use fonts and graphics to enhance documents in appearance and effectiveness.
   d. Use spell checker and grammar checker correctly.
   e. Compare and select the most effective distribution method for the type of document.
   f. Use copier, mail, private mail carriers, fax, or e-mail to distribute documents.

5. Demonstrate effective speaking skills.
   a. Use appropriate tone, speed, volume, and pitch.
   b. Pronounce and enunciate words correctly.
   c. Use proper grammar.

6. Plan, develop, and deliver an oral presentation.
   a. Determine the purpose and intended audience for the oral presentation.
   b. Gather the necessary information.
   c. Organize information and plan the message.
   d. Generate an outline of key points.
   e. Select and prepare the presentation materials.
   f. Use proper grammar and word usage in delivering the oral presentation.
   g. Use effective expression and emphasis to enhance the delivery of the presentation.
   h. Use persuasion techniques.
   i. Create a favorable impression through dress, posture, expression, manners, and body language.

7. Demonstrate sensitivity in communicating with a diverse workforce.
   a. Research and identify diversity factors that impact communication.
   b. Apply appropriate strategies for successful communication.

8. Develop communication skills for an international audience.
   a. Prepare documents in correct style for international communications.
   b. Research and identify the customs of the people with whom you are communicating.
   c. List resources to utilize in finding answers to questions related to international business communications.
   d. Investigate the use of translation software.

9. Use a variety of telephone features and equipment for oral business communications.
   a. List and describe the telephone features and services available, including voice mail, video calls, and cellular phones.
   b. Use telephone equipment, features, and services properly and efficiently.
   c. Use telephone reference materials effectively.
   d. Select an appropriate time and method for long-distance national and international calls.
   e. Demonstrate the ability to use proper telephone etiquette.
   f. Handle problem calls with courtesy and efficiency.
   g. Use listening skills to clarify and prepare accurate messages.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Business Communications Technologies.**

Secondary Materials

Business Communications with Contemporary Issues and Microcomputer Applications by Rader and Kurth

Business Oral Communication by Gwyn and Gwyn

Communicating for Success: An Applied Approach by Hyden, Jordan, Steinauer, and Jones

Effective Communication for Today by Hulbert

Postsecondary Materials

Basic Letter and Memo Writing by VanHuss

Basics of Business Communication by Merrier

Basics of Oral Communication by Timm

Let's Talk Business by Miculka

Supplementary Materials

Telephone Techniques and Technology by White

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Business English

Suggested Level: 11, 13A

Prerequisites: Keyboarding

Description: Business English will provide comprehensive coverage of the fundamentals of English. The student will develop a solid foundation in English grammar essential for successful communication. It is important for future office employees to have a mastery of these skills.

Considerations: It is recommended that technology be available for use when needed for grammar drills; composing documents; proofreading; assessing readability level, proper sentence length, and word length; grammar checks; and computer editing. English credit should be given for this course. It is recommended that Business Communications Technologies and this course be combined at the secondary level for a full year course.

Objectives

In successfully completing this course, students will:

1. Build reading and proofreading skill.
2. Improve editing skills.
3. Use effective grammar skills.
4. Improve punctuation skills.
5. Create written messages so each idea flows smoothly into the next.

Competencies

1. Build reading and proofreading skill.
   a. Explain reading techniques for different purposes.
   b. Increase reading speed through timed practices.
   c. Apply techniques to improve reading comprehension.
   d. Apply techniques to improve memory.
   e. Apply a systematic method for proofreading printed and electronic documents.
   f. Edit documents using correct proofreaders' marks.

2. Improve editing skills.
   a. Edit messages for accuracy and effectiveness.
   b. Use reference books such as standard office manual, atlas, encyclopedia, dictionary, thesaurus, Zip Code directory, and telephone reference materials.
   c. Use and understand commonly misused words.
   d. Maintain a list of frequently misspelled words.

3. Use effective grammar skills.
   a. Construct complete sentences that convey ideas clearly.
   b. Use verbs correctly.
   c. Use nouns and pronouns correctly.

d. Choose the correct verb form to agree with the noun or pronoun in a sentence.
e. Select appropriate descriptive words (adjectives and adverbs).
f. Use conjunctions and prepositions to join words clearly and correctly.

4. Improve punctuation skills.
   a. Use periods, question marks, and exclamation points to end sentences correctly.
   b. Use commas, semicolons, colons, and dashes to provide pauses and guide readers through messages.
   c. Identify the exact words of other writers and speakers by using quotation marks.
   d. Separate and identify additional information by using parentheses.
   e. Form possessives, contractions, and special plurals correctly by using apostrophes.
   f. Capitalize words according to accepted standards.
   g. Use correct abbreviations and symbols when appropriate.
   h. Use correct form in writing numbers in communications.

5. Create written messages so each idea flows smoothly into the next.
   a. Use words, phrases, and clauses to have messages interpreted correctly.
   b. Use phrases that communicate a positive, conversational tone.
   c. Use balanced words, phrases, sentences, and paragraphs.
   d. Apply the techniques for writing effective sentences and paragraphs..

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Business English.**

Secondary Materials

Basics of English by Miller and Brantley

Basics of Writing by Krizan and Logan

English the Easy Way by Schachter and Clark

Making English Work for You by Hoyt

Postsecondary Materials

Basic English Review by Schachter and Clark

Basics of English by Miller and Brantley

Basics of Writing by Krizan and Logan

English and Vocabulary for Careers by Bachman, Sigband, and Hipple

Making English Work for You by Hoyt

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Business Internship/ Cooperative Education

Suggested Level: 12A-12B or 14A, 14B Optional Course

Prerequisites: Appropriate administrative support skills and course work as approved by the Internship/Cooperative Education Coordinator

Description: Business Internship/Cooperative Education is a program that will provide the opportunity for students to work in an office environment in the local business community. The student will secure employment and demonstrate skills required for successful performance in an administrative support position. The student will display the ability to communicate effectively with others and perform job tasks accurately and efficiently. Integration of classroom training with on-the-job experience will allow the student to relate more meaningfully to office professional careers. Exposure to technology used in the workplace will give hands-on experience to students.

Considerations: All placements should be approved by the Internship/Cooperative Education Coordinator. Monetary compensation from the cooperative employer is recommended. Secondary students in this program should be at least 16 years of age. The program must have sufficient structure to insure that students have meaningful, on-the-job learning experiences. A written report and oral presentation about the job experience are encouraged. Frequent on-site visits by the coordinator to view student performance and conferences with the supervisor to determine progress of the student are necessary. Student attendance at local PSI chapter meetings is encouraged to foster professional growth and expand career networking potentials.

Objectives

In successfully completing this course, students will:

1. Obtain employment in an administrative support position.
2. Apply training and knowledge gained in studies to an actual work situation.
3. Demonstrate effective human relations skills.
4. Demonstrate responsible work ethics.
5. Apply principles of good grooming and business etiquette by displaying a professional image.
6. Evaluate job progress and suitability for support occupations.
7. Set career goals.
8. Describe and apply safe working practices and procedures to all office training situations.
9. Demonstrate an understanding of concepts related to entrepreneurship.

Competencies

1. Obtain employment in an administrative support position.
   a. Assemble a professional portfolio.
   b. Prepare a high-quality resume.
   c. Locate and contact prospective employers.
   d. Compose and prepare a letter of application.
   e. Complete application forms neatly and accurately.
   f. Prepare for testing of skills by the employer.
   g. Complete a successful job interview.
   h. Use decision-making skills to accept or reject a job offer.

2. Apply training and knowledge gained in studies to an actual work situation.
   a. Apply computer and other technology skills to job tasks in an office environment.
   b. Apply effective oral and written communication skills to work assignments.
   c. Use appropriate technology to solve problems encountered on the job.
   d. Use appropriate reference materials in solving problems encountered on the job.
   e. Perform basic math functions in completing work assignments.

3. Demonstrate effective human relations skills.
   a. Exhibit satisfactory attitudes toward work responsibilities, coworkers, supervisors, and the client/customer.
   b. Discuss methods of overcoming barriers to effective oral and written communications.
   c. Work as a member of a group or team.
   d. Discuss the importance of showing respect to others regardless of ability, race, nationality, and physical, cultural, or religious diversities.

4. Demonstrate responsible work ethics.
   a. Adhere to policies, rules, and regulations of the organization.
   b. Follow oral and written instructions.
   c. Explain the importance of becoming involved in company activities.
   d. Be prompt and establish a good attendance record.
   e. Complete tasks in a reasonable amount of time.
   f. Respect and adhere to the chain of command when a conflict or problem occurs.
   g. Discuss the necessity of assuming responsibility for quality of work performed.
   h. Explain the value of seeking additional tasks and responsibilities.
   i. Discuss the importance of displaying loyalty to the organization.

5. Apply principles of good grooming and business etiquette by displaying a professional image.
   a. Dress appropriately for the employment situation.
   b. Follow good grooming practices for a professional appearance.
   c. Use proper business etiquette in business/social situations.

6. Evaluate job progress and suitability for support occupations.
   a. Describe the purposes and benefits of a performance evaluation.
   b. Identify types of performance evaluation instruments.
   c. Describe the performance evaluation process used by the participating internship employer.

d. Perform a self-evaluating inventory on strengths and weaknesses of job performance.
e. Participate in a performance evaluation interview with the on-the-job supervisor and with the internship coordinator.
f. List strategies for improvement.
g. Evaluate job satisfaction in the cooperative position.

7. Set career goals.
   a. List career goals after discussing options for employment.
   b. Prepare a plan for achieving career goals, including an educational blueprint.
   c. Network with office professionals who are employed in the desired field (through PSI and other professional organizations, mentoring, shadowing).
   d. Discuss the inevitability of change and techniques for developing skills to handle the change.
   e. Discuss the challenges of staying employed in a changing world economy.
   f. Discuss the need for lifelong learning and list options for continued training.
   g. Prepare a personal marketing plan.

8. Describe and apply safe working practices and procedures to all office training situations.
   a. Interpret responsibilities and rights of employers and employees to maintain safety standards.
   b. Discuss occupational, safety, and health acts such as OSHA and the National Institute for Occupational Safety and Health (NIOSH) in the United States.
   c. Demonstrate the correct first aid treatment for emergency situations.
   d. Select the correct safety rules associated with fire safety.
   e. Identify the necessary precautions to take for proper safety in the office.

9. Demonstrate an understanding of concepts related to entrepreneurship.
   a. List opportunities and options for business ownership.
   b. Identify entry-level procedures, planning processes, and terms needed to open a business.
   c. Describe the role of small business in the free enterprise system.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Business Internship/Cooperative Education.**

Secondary Materials

The Dynamics of Work by Daggett and Miles
The Work Experience Planner by Stull and Zedlitz

Postsecondary Materials

Dimensions in Professional Development by Reynolds
Learning From Working by Barbeau and Stull
Your Career, How To Make It Happen by Levitt

Supplementary Materials

Getting A Job, Process Kit by Zedlitz
Writing Effective Resumes, A Complete Guide by McCabe and McCabe

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Business Math

Suggested Level: 9B

Prerequisite: Basic math skills

Description: Business Math will help students improve proficiency with basic math skills and apply basic math concepts to business situations. Students will build skills in working with percentages, payroll, taxes, and business retail situations.

Considerations: Ten-key calculations should be done on electronic calculators or a computer ten-key numeric pad using proper touch methods.

Objectives

In successfully completing this course, students will:

1. Operate a calculator using the touch method.
2. Demonstrate a knowledge of business math terminology.
3. Solve mathematical problems.
4. Work with various types of numbers.
5. Apply math skills to business transactions, reports, and documents.
6. Apply math skills to personal finances.
7. Demonstrate an understanding of business graphs and charts.

Competencies

1. Operate a calculator using the touch method.
   a. Build speed and accuracy in data entry.
   b. Proofread and edit numbers.

2. Demonstrate a knowledge of business math terminology.
   a. Define business math terms.
   b. Use business math terms correctly and appropriately.

3. Solve mathematical problems.
   a. Analyze the problem.
   b. Round numbers and estimate a solution to the problem.
   c. Perform mathematical computations.
   d. Compare estimated solution with computed solution.

4. Work with various types of numbers.
   a. Add, subtract, multiply, and divide whole numbers, decimals, percentages, and fractions.
   b. Convert numbers from American Standard English measurements to metrics.
   c. Convert numbers from metrics to American Standard English measurements.
   d. Demonstrate knowledge of currency exchange in international business.

5. Apply math skills to business transactions, reports, and documents.
   a. Complete and verify various business forms including calculating discounts on invoices.
   b. Compute and compare interest and finance charges.
   c. Calculate percent of increase/decrease of sales inventory.
   d. Complete depreciation schedules.
   e. Compute payroll and taxes.
   f. Calculate volume and weight measurements.
   g. Compute commission, markup, and selling price.
   h. Use deductive reasoning to solve problems and generate conclusions.

6. Apply math skills to personal finances.
   a. Compute and compare interest on credit cards and loans.
   b. Write checks, maintain checkbook balance, and reconcile bank statements using a simulation project.
   c. List consequences of bankruptcy.
   d. Read and interpret forms used in employment, such as W-2s, W-4s, and payroll summaries.
   e. Prepare a personal budget using a simulation project.

7. Demonstrate an understanding of business graphs and charts.
   a. Define terminology related to business graphs and charts.
   b. List and describe applications for business graphs and charts.
   c. Interpret business graphs and charts.
   d. Create business graphs and charts.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Business Math.**

Secondary Materials

Applied Business Mathematics by Schultheis, Kaczmarski, and Fairbank

Business Math Using Calculators by Burton and Shelton

Learning Basic Math and Business Math Using the Calculator by Muncaster and Prescott

Mathematics of Money by Clayton

Supplementary Materials

Electronic Calculators by Pasewark

Electronic Office Machines by Pasewark

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Database

Suggested Level: 11B, 13B

Prerequisites: Keyboarding, Operating Systems

Description: Database will provide training in the concepts of database management and the use of relational database software for business applications. Students will create and manipulate data files and format output as documents and reports.

Considerations: This introductory course is intended to prepare students for entry-level work. A local community survey should be conducted to identify the most popular database software and functions to be learned. Objective and performance-based evaluations are recommended. Students should be encouraged to develop a professional portfolio.

Objectives

In successfully completing this course, students will:

1. Demonstrate an understanding of database management concepts and terminology.
2. Design and create a database using specific criteria.
3. Modify database file structure and records to produce desired output.
4. Demonstrate an understanding of file management techniques.
5. Demonstrate the ability to use basic commands, expressions, and relational operations.
6. Demonstrate knowledge of printing and output techniques.
7. Design, create, and modify custom screen formats.
8. Create and manipulate data using multiple databases.
9. Perform mathematical operations and relate their application to existing information in a database.

Competencies

1. Demonstrate an understanding of database management concepts and terminology.
   a. Define database management terminology.
   b. Use database management terminology correctly and appropriately in context.

2. Design and create a database using specific criteria.
   a. Design a database and identify fields with appropriate width and type.
   b. Key the information into the database.

3. Modify database file structure and records to produce desired output.
   a. Append, modify, and delete records in the database.
   b. Modify the structure of the database.

4. Demonstrate an understanding of file management techniques.
   a. Save and delete files.
   b. Copy files and file structure.
   c. Use procedures appropriately for creating and modifying a database and its records as well as the output of data.

5. Demonstrate the ability to use basic commands, expressions, and relational operations.
   a. Create, modify, copy, list, delete, and print a database.
   b. Locate, insert, modify, and delete records.
   c. Query, sort, and index a database.
   d. Perform multiple sorts and indexes on the records.

6. Demonstrate knowledge of printing and output techniques.
   a. List the records and files on the screen.
   b. Print the list of records and files.
   c. Design the format of final documents in order to appropriately produce output.
   d. Design the output document such as labels and reports.
   e. Print various data such as labels, repetitive documents, and reports.

7. Design, create, and modify custom screen formats.
   a. Design custom screen formats for maximum productivity.
   b. Create and revise custom screen formats.
   c. Use field templates and picture functions to manipulate data.

8. Create and manipulate data using multiple databases.
   a. Identify whether two or more databases can be used together.
   b. Combine two or more databases.
   c. Select specific records from one database to add to another.
   d. Update multiple databases using query, sort, and index techniques.

9. Perform mathematical operations and relate their application to existing information in a database.
   a. Perform addition, subtraction, multiplication, division, exponentiation, and square root calculations.
   b. Create and produce documents using calculated data.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Database.**

Secondary Materials

dBASE for Windows: Concepts and Applications by Arntson and Ruprecht (Available Fall, 1994)

dBASE IV: Concepts, Exercises, and Applications by Arntson

Using dBASE IV for Database Applications by Drum and Jansen

Supplementary Materials

Database Applications by Drum (Available Summer, 1994)

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Desktop Publishing

Suggested Level: 12, 14A

Prerequisites: Keyboarding and Word Processing
Knowledge of an operating system and skill in using a mouse or other input devices would be beneficial.

Description: Desktop Publishing is an introductory course that will acquaint students with graphic design techniques, principles of page layout and design, and desktop publishing terminology and applications. Students will create a variety of documents such as flyers, brochures, newsletters, and student business cards using industry standard desktop publishing software, graphics, and effective design conventions. Students will also become familiar with style sheets, templates, and importing material created in other software programs. This course will assist students in producing documents that communicate effectively through good design and application of basic concepts of desktop publishing.

Considerations: This course is intended to provide students with entry-level skills. A local community survey should be conducted to identify the appropriate industry-standard desktop publishing (page layout) programs for student use. Students should be encouraged to maintain a portfolio of their work for assessment and job interviewing. Objective and performance-based evaluations are recommended. It is also recommended that a capstone project be used to document competency mastery.

Objectives

In successfully completing this course, students will:

1. Demonstrate knowledge of hardware and operating system requirements used with desktop publishing.
2. Identify popular page layout software programs and other software application programs that may be used with desktop publishing.
3. Demonstrate knowledge of desktop publishing concepts and career opportunities.
4. Demonstrate knowledge of legal and ethical aspects associated with using and modifying electronic clip art, scanned text, and graphics in creating desktop publications.
5. Demonstrate ability to work with reference materials, documentation, and other resources related to desktop publishing.
6. Design attractive desktop published documents.
7. Produce attractive desktop published documents.
8. Import text and graphics from other software programs.

Competencies

1. Demonstrate knowledge of hardware and operating system requirements used with desktop publishing.
   a. Discuss the advantages and disadvantages of printer types in terms of their appropriateness for desktop publishing applications.

b. Identify types and characteristics of input devices used with desktop publishing.
c. List the system hardware requirements for most desktop publishing applications and software programs.
d. Discuss advantages and disadvantages of monitor size and screen resolution for desktop publishing.

2. Identify popular page layout software programs and other software application programs that may be used with desktop publishing.
   a. Name several popular page layout (composition) programs.
   b. Name software programs that are used in conjunction with desktop publishing software programs.

3. Demonstrate knowledge of desktop publishing concepts and career opportunities.
   a. Define terminology related to desktop publishing.
   b. List several types of documents and publications that can be created with desktop publishing software.
   c. Describe ways that desktop publishing can be used in business, at home, and at school.
   d. Discuss the benefits of desktop publishing.
   e. Identify careers and discuss self-employment opportunities using desktop publishing.

4. Demonstrate knowledge of legal and ethical aspects associated with using and modifying electronic clip art, scanned text, and graphics in creating desktop publications.
   a. Discuss copyright laws pertaining to scanned images and documents used in desktop publishing.
   b. Discuss copyright laws pertaining to the use of electronic clip art in desktop publishing.
   c. Identify situations where scanned images, documents, and electronic graphics may legally be used but are ethically questionable.

5. Demonstrate ability to work with reference materials, documentation, and other resources related to desktop publishing.
   a. Use documentation and reference materials to resolve problems encountered during creation of desktop published documents.
   b. List journals and other publications associated with desktop publishing.

6. Design attractive desktop published documents.
   a. Determine the best type of desktop publication based upon the purpose of the publication, intended audience, life of publication, cost limits, and time constraints.
   b. Discuss typography elements such as categories of typefaces, type styles, and fonts.
   c. Plan an effective printed presentation of text by determining appropriate typefaces, type sizes, height, leading, alignment, spacing attributes, kerning, use of special characters such as bullets, and emphasis features such as bold and underline.

d. Plan an effective layout in terms of design for ease of readability and attractiveness by determining proper line length, use of white space, column position and spacing, page margins, and graphic placements.
e. Plan effective visual presentation of graphic boxes, lines, illustrations, and images.

7. Produce attractive desktop published documents.
   a. Create, edit, and save style sheets.
   b. Create and use templates.
   c. Create multi-page and multi-column documents.
   d. Demonstrate use of keyboard shortcuts.
   e. Create a desktop publication that includes graphics in the form of clip art, boxes, shading, lines, and illustrations created with drawing and paint tools.
   f. Generate a variety of documents such as flyers, newsletters, bulletins, proposals, reports, business cards, greeting cards, and brochures.

8. Import text and graphics from other software programs.
   a. Import text from a word processing program into a desktop published document.
   b. Import graphics, charts, text or tables from scanned material, paint, spreadsheet, or database software programs into a desktop publication.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Desktop Publishing.**

Secondary and Postsecondary Materials

Desktop Publishing Using PageMaker by Brownell

Desktop Publishing Applications Using PageMaker 5.0 by Cocke and Darnell

PageMaker 4.0 Macintosh Version: Concepts and Applications for the Desktop Publisher by Taylor, Arntson, and Moore

PageMaker 5.0 Concepts and Applications for the Desktop Publisher by Arntson and Moore (Available Fall, 1994)

Ventura Publisher 2.0 Concepts and Applications by Auvil and Stewart

Supplementary Materials

Concepts and Applications for the Desktop Publisher by Arntson and Nordquist

Clip Art Folio by South-Western Publishing Co.

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Introduction to Telecommunications and Networking

Suggested Level: 14A

Prerequisites: Operating Systems, Keyboarding

Description: Introduction to Telecommunications and Networking will provide an introduction to the operational, managerial, and technical aspects of microcomputer communications and local area networks. Hardware and software, as well as the codes, formats, protocols, use of private and public information utilities, on-line databases, point-to-point communications, facsimile and fax boards, and electronic bulletin boards are integrated throughout the course. An introduction to networks is provided.

Considerations: This class is intended to train students on an entry-level basis. A local community survey should be conducted to identify the most popular telecommunications and local area network software to use for this course. Objective and performance-based evaluations are recommended.

Objectives

In successfully completing this course, students will:

1. Demonstrate an understanding of telecommunications and networking terminology and basic concepts.
2. Configure and integrate telecommunications devices.
3. Configure a local area network to permit sharing of data, software, and peripherals.
4. Describe standards and industry conventions that are applicable to microcomputer communications and local area networks.
5. Communicate using electronic mail.
6. Demonstrate an ability to research information using an online database.
7. Communicate using an electronic bulletin board.
8. Communicate with facsimile and fax boards.

Competencies

1. Demonstrate an understanding of telecommunications and networking terminology and basic concepts.
   a. Define telecommunications and local area network terminology.
   b. Use telecommunications and local area networking terminology correctly in context.
   c. Use appropriate communications and networking equipment and apply regulatory agency standards to communications.
   d. Describe topologies, transmission media, and cabling techniques.

2. Configure and integrate telecommunications devices.
   a. Describe components of microcomputer communications.
   b. Identify electronic connections required to establish microcomputer communications.
   c. Connect components of telecommunications devices.
   d. Install and configure software.

3. Configure a local area network to permit sharing of data, software, and peripherals.
   a. Describe components of local area networks.
   b. Connect components of local area network devices.
   c. Install software.
   d. Generate workstation software.
   e. Load protocol files on the local area network workstation.

4. Describe standards and industry conventions that are applicable to microcomputer communications and local area networks.
   a. List the Institute of Electrical and Electronic Engineers (IEEE) standards.
   b. List the American National Standards Institute (ANSI) standards.

5. Communicate using electronic mail.
   a. Access telecommunications software.
   b. Create or identify files to be sent.
   c. Send files.
   d. Receive files.
   e. Print, save, and delete files.

6. Demonstrate an ability to research information using an online database.
   a. Access telecommunications software.
   b. Access an electronic database.
   c. Search for information.
   d. Download information.

7. Communicate using an electronic bulletin board.
   a. Access telecommunications software.
   b. Access an electronic bulletin board.
   c. Leave and read messages on a bulletin board.
   d. Download information.

8. Communicate with facsimile and fax boards.
   a. Dial the telephone number of the recipient.
   b. Send and receive faxes using facsimile and fax boards.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Introduction to Telecommunications and Networking.**

Postsecondary Materials

Telecommunications: Concepts and Applications by Cubbler, Olivo, and Scrogan

Supplementary Materials

The Silver Unicorn, A Telecommunications Simulation by Dickey-Olson

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Keyboarding

Suggested Level: 8 or earlier, 13A

Prerequisites: None

Description: Keyboarding will teach students to operate the keyboard by touch and begin development of acceptable speed and accuracy levels. Formatting of basic documents is also included.

Considerations: Appropriate tutorial software may be used in Grades K-8, but industry standard software should be used above that level. Speed and accuracy levels must be determined according to the local needs and standards.

Objectives

In successfully completing this course, students will:

1. Identify computer system components.
2. Demonstrate proper care of equipment and disks.
3. Resolve common computer problems.
4. Demonstrate proper keyboarding techniques.
5. Demonstrate an acceptable level of keyboarding skills.
6. Proofread and edit copy.
7. Apply keyboarding skills to create basic business documents.
8. Compose simple documents.

Competencies

1. Identify computer system components.
   a. Label computer system components.
   b. Explain the use of computer system components.

2. Demonstrate proper care of equipment and disks.
   a. Boot, access, and exit software.
   b. Care for floppy disks.
   c. Care for workstation and peripheral equipment.

3. Resolve common computer problems.
   a. Identify computer problems.
   b. Correct computer problems or refer them to the appropriate person.

4. Demonstrate proper keyboarding techniques.
   a. Position hands and body during keying for maximum efficiency.
   b. Apply ergonomic standards to keyboarding.
   c. Use proper fingers for touch keying alphabetic, numeric, and alphanumeric keys, and the ten-key number pad.
   d. Use function keys.
   e. Use mouse, pen, or other appropriate input device.

5. Demonstrate an acceptable level of keyboarding skills.
   a. Key at a predetermined level of speed.
   b. Key at a predetermined level of accuracy.

6. Proofread and edit copy.
   a. Proofread for accuracy, content, correct grammar, spelling, and punctuation.
   b. Edit copy.

7. Apply keyboarding skills to create basic business documents.
   a. Prepare letters and memorandums using an acceptable business format.
   b. Prepare short, simple reports using an acceptable business format.

8. Compose simple documents.
   a. Compose and key simple documents.
   b. Revise, edit, and spell check simple documents.
   c. Print simple documents.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Keyboarding.**

Secondary Materials

Applied Keyboarding (and software) by Robinson, Hoggatt, Shanks, Ownby, and Beaumont

Century 21 Keyboarding, Formatting, and Document Processing by Robinson, Hoggatt, Shanks, Ownby, Beaumont, and Crawford

Keyboarding/Typewriting for Personal Applications (and software) by Haggblade and Kushner

Micro Mastery (and software) by Marshall and Haggblade

Postsecondary Materials

College Keyboarding (and software) by Duncan, VanHuss, and Warner

Computer Keyboarding Survival Skills (and software) by Duncan and Woo

Supplementary Materials

MicroPace Plus by Warner

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Keyboarding Skill Building and Document Formatting

Suggested Level: 9 or 13B

Prerequisites: Keyboarding or equivalent competencies

Description: In Keyboarding Skill Building and Document Formatting students will use word processing software as a tool to build keyboarding speed and accuracy. Advanced document formatting and skill building on the ten-key number pad are included. Students will use decision-making skills to evaluate document formats and mailability. Applying written communication skills and demonstrating quality and efficiency in document production are emphasized.

Considerations: Industry standard word processing software should be used for this course. Specialized skill building software is recommended to build speed and accuracy of the alphabetic and alphanumeric keyboard and the ten-key number pad. Speed and accuracy standards should be included as part of articulation agreements. Samples of student work should be included in students' professional portfolios. The use of simulated office experiences relating to a variety of types of offices such as manufacturing, marketing, financial, legal, medical, education, and government are encouraged.

Objectives

In successfully completing this course, students will:

1. Keyboard alphabetic, alphanumeric, and numeric material at specified speed and accuracy levels.
2. Format and produce a variety of simple business documents using word processing software and various input devices.
3. Apply written communications skills.
4. Format and produce a variety of complex business documents using word processing software.
5. Apply mailability standards to document production.
6. Compose documents at the keyboard.

Competencies

1. Keyboard alphabetic, alphanumeric, and numeric material at specified speed and accuracy levels.
   a. Improve keyboarding speed.
   b. Improve keyboarding accuracy.

2. Format and produce a variety of simple business documents using word processing software and various input devices.
   a. Demonstrate a proficiency in using basic document formatting functions of the word processing software being used, such as setting margins, tabs, line spacing, justification, centering, bold, underline, and indent.
   b. Demonstrate proficiency in using various input devices such as a keyboard, mouse, trackball, stylus, light pen, or touch screen.
   c. Produce and print documents such as multi-page letters, memorandums, and reports.
   d. Use appropriate file and disk management techniques, such as copy, move, store, rename, retrieve, and delete.

3. Apply written communications skills.
   a. Proofread and edit printed and electronic documents.
   b. Use spell checking, thesaurus, and other editing software features.

4. Format and produce a variety of complex business documents using word processing software.
   a. Format tables.
   b. Improve the readability of tabulated documents by using leader tabs, shading, and lines.
   c. Format complex business reports using software functions, such as page numbering, headers, footers, center page, and suppress.
   d. Create form documents with variable information using merge feature.
   e. Create simple macros such as a memo head and letterhead.

5. Apply mailability standards to document production.
   a. Measure document production skills.
   b. Build document production skills.
   c. Evaluate documents for mailability.
   d. Discuss the importance of personal and organizational image as reflected in error-free documents.

6. Compose documents at the keyboard.
   a. Compose and key documents.
   b. Revise, edit, spell check, and use thesaurus.
   c. Print documents.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Keyboarding, Skill Building, and Document Formatting.**

Secondary Materials

Century 21 Keyboarding, Formatting, and Document Processing by Robinson, Hoggatt, Shanks, Ownby, Beaumont, and Crawford

Postsecondary Materials

College Keyboarding (and software) by Duncan, VanHuss, and Warner

Supplementary Materials

Encore Talent Agency II, A Keyboarding Simulation by McIntosh and Welter

Fit For Fun, Document Processing by Casady

MicroPace Plus by Warner

T-Shirt Factory II, A Keyboarding Simulation, by Clayton

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Office Resources Management

Suggested Level: 14B

Prerequisites: Administrative Procedures and Technologies, Business Communications

Description: Office Resources Management will provide students with tools for supervising people and technology in the rapidly changing office. Problem-solving and critical-thinking skills will be developed and applied to office situations. This course is intended to improve students' promotability in the office environment. It is a capstone course and will aid students in preparation for the CPS examination.

Considerations: Use of teams for case analysis and presentation is strongly recommended. Role playing will be useful to illustrate human relations issues. Use of management software such as project managers, schedulers, budgeting software, presentation software, interactive case studies, and personal information managers is also recommended.

Objectives

In successfully completing this course, students will:

1. Demonstrate an understanding of the roles of support staff, supervisors, managers, and technology in achieving business goals.
2. Demonstrate an awareness of management styles and their relationship to a diverse workforce.
3. Demonstrate knowledge of the responsibilities and skills needed to supervise people and technology.
4. Develop a plan for improving quality and productivity in the office.
5. Establish teams to accomplish tasks using appropriate tools and resources.
6. Demonstrate an understanding of human resource management issues and procedures related to supervision.
7. Demonstrate an understanding of office environment management.
8. Demonstrate an awareness of the issues and procedures necessary to reengineer business processes.
9. Demonstrate problem-solving and critical-thinking skills.
10. Demonstrate individual or group ability to plan, research, analyze, and prepare a written and oral presentation to provide solutions to current business issues and problems.

Competencies

1. Demonstrate an understanding of the roles of support staff, supervisors, managers, and technology in achieving business goals.
   a. Identify the mission and goals of a business.

b. Differentiate among the roles and responsibilities of support staff, supervisors, and managers.
c. Explain the role technology plays in helping employees accomplish business goals.

2. Demonstrate an awareness of management styles and their relationship to a diverse workforce.
   a. Identify management styles.
   b. List benefits and limitations of each style.
   c. Identify changes that are necessary to accommodate a diverse workforce.
   d. Match management styles to personalities of employees.
   e. Utilize self-assessment tools to determine personal management style.

3. Demonstrate knowledge of the responsibilities and skills needed to supervise people and technology.
   a. Identify steps in recruiting, selecting, and interviewing potential employees.
   b. Write new job descriptions and revise existing ones.
   c. Discuss ways to motivate, coach, counsel, and reward individuals and teams.
   d. Show how to criticize and compliment constructively.
   e. Demonstrate the ability to plan, organize, and delegate responsibilities within a team.
   f. Design a model office budget.
   g. Identify procedures necessary to supervise employees who are telecommuting.

4. Develop a plan for improving quality and productivity in the office.
   a. Identify and implement measures for increasing employee productivity through effective work procedures and technology.
   b. Organize workforce teams.
   c. Prepare and present needs assessments and feasibility studies for selection and implementation of technology, equipment, and people.
   d. Recognize and analyze training needs and make recommendations for training, cross-training, and retraining.

5. Establish teams to accomplish tasks using appropriate tools and resources.
   a. List the benefits and limitations of working in teams.
   b. Identify situations where teamwork is appropriate.
   c. Determine parameters for selecting team members.
   d. Discuss elements that make a work environment suitable for teamwork.
   e. Monitor schedules, individual assignments, and overall team progress.

6. Demonstrate an understanding of human resource management issues and procedures related to supervision.
   a. Identify and research legal issues, such as harassment, employee rights, privacy, drug testing, discrimination, and substance abuse from the supervisor's point of view.
   b. Explain the importance of understanding organizational and union policies related to a specific work environment.
   c. Describe the importance of ethical practices.
   d. Discuss techniques and procedures for conducting performance evaluations according to organizational policies.
   e. Discuss proper methods for maintaining employee performance records and related documentation.

f. Describe typical organizational procedures for negotiating grievances.
g. Describe typical organizational procedures related to employee discipline and termination.
h. Explain needs, concerns, and procedures for outsourcing and temporary employees.

7. Demonstrate an understanding of office environment management.
   a. Research ergonomic policies and practices.
   b. Evaluate and manipulate ergonomic features of office furniture.
   c. Design a plan for efficient use of work space.
   d. List benefits of health, wellness, and safety programs.
   e. Research and develop a recycling program or plan.

8. Demonstrate an awareness of the issues and procedures necessary to reengineer business processes.
   a. Analyze work-flow processes.
   b. Explain effects of reorganizing organizations and world-wide competition.
   c. Explain effects of miniaturizing computers and other emerging technologies.
   d. Explain implications of changing work loads and reassignment of responsibilities.
   e. Evaluate technological applications and their effect on work processes.
   f. Develop new procedures to meet priorities of a real or simulated company based on reorganized resources of people and technology.
   g. Discuss the impact of the continuing need to cut costs.

9. Demonstrate problem solving and critical-thinking skills.
   a. Identify steps of problem solving models.
   b. Apply problem-solving model to a given problem.
   c. Identify characteristics of critical thinking.
   d. Apply critical thinking skills to an unknown situation and list steps involved in determining an appropriate course of action.

10. Demonstrate individual or group ability to plan, research, analyze, and prepare a written and oral presentation to provide solutions to current business issues and problems.
    a. Identify the problem or issue to be addressed.
    b. Research the issue or problem.
    c. Analyze research in order to organize and problem solve.
    d. Prepare and deliver a written and oral presentation integrating various software programs.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Office Resources Management.**

Postsecondary Materials

Administrative Office Management by Kallaus and Keeling

Office Automation, A Systems Approach by Ray, Palmer, and Wohl

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Operating Systems

Suggested Level: 13A

Prerequisites: Keyboarding

Description: Operating Systems will provide training in using computers to work with DOS, Windows, Macintosh, OS/2®, and/or related utilities at the operating system level. The major components of a computer system, terminology, operating system command structure, and related utilities will be integrated throughout the course. Basic operations including directory or catalog; formatting or initializing disks; and creating, copying, renaming, and comparing files are covered. More advanced concepts such as subdirectories or folders and text editors will be discussed. The functions of using a mouse and working with the above functions in the appropriate operating system will be the focus of the course.

Considerations: This introductory course is intended to train students on an entry-level basis. A local community survey should be conducted to identify the most popular operating system to use for this course. Objective and performance-based evaluations are recommended. This course is a recommended prerequisite or corequisite to all software application courses taken at the post-secondary level.

Objectives

In successfully completing this course, students will be able to:

1. Demonstrate an understanding of the required major components of a computer system and how they are configured.
2. Describe basic terminology of the selected operating system.
3. Demonstrate the ability to use basic commands and perform fundamental operations.
4. Create and revise text files.
5. Perform disk and file management tasks.
6. Create, use, display, and remove tree-structured elements of the disk.
7. Setup and use virtual and hard disks.
8. Use the mouse to perform functions.
9. Describe computer viruses.
10. Explain the ethics and licensure regulations relating to computer usage.
11. Customize the computer system.

Competencies

1. Demonstrate an understanding of the required major components of a computer system and how they are configured.
   a. Identify the major components of a computer.
   b. Identify the electronic connections required between the components of a computer.

2. Describe basic terminology of the selected operating system.
   a. Define operating system terminology.
   b. Use terminology correctly and appropriately in context related to operating systems.

3. Demonstrate the ability to use basic commands and perform fundamental operations.
   a. Boot the computer system.
   b. Key or change the date and time.
   c. Key directory or catalog commands.
   d. Copy, compare, rename, delete, and undelete files.
   e. Copy, compare, and name disks.
   f. Create, change, check, and delete subdirectories or folders.
   g. Key redirection, pipes, and filter commands.
   h. Backup and restore files.

4. Create and revise text files.
   a. Use text editor to create text files.
   b. Use text editor to revise text files.

5. Perform disk and file management tasks.
   a. Rename, move, copy, compare, delete, undelete, compress, and expand files.
   b. Format and unformat diskettes.
   c. Label, copy, and compare diskettes.
   d. Display a tree-structured directory and search for files.

6. Create, use, display, and remove tree-structured elements of the disk.
   a. Create subdirectories in appropriate tree structure.
   b. Check the position within, navigate within, and remove subdirectories or folders.
   c. Manipulate files within subdirectories or folders.

7. Setup and use virtual and hard disks.
   a. Divide a hard disk.
   b. Format or initialize, label, and unformat a hard disk.
   c. Create, label, and delete a virtual disk.

8. Use the mouse to perform functions.
   a. Point, click, double click, and drag the mouse pointer.
   b. Open and close files.
   c. Size, minimize, maximize, and scale windows.

9. Describe computer viruses.
   a. Explain effects of computer viruses.
   b. Identify various types of computer viruses.
   c. List methods of prevention and elimination of computer viruses.
   d. Scan for and purge viruses from disks.

10. Explain the ethics and licensure regulations relating to computer usage.
    a. Describe ethical and unethical behavior as it relates to computer usage.
    b. List the various types of licensure and regulations that apply to computer usage, such as copyright, site licenses, and confidentiality.

11. Customize the computer system.
    a. Use appropriate configuration technique to configure the computer system.
    b. Install printer drivers.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Operating Systems.**

Postsecondary Materials

A Quick Guide to DOS by Dill

DOS 6.0 Quick Course by Dill

Windows 3.1 Concepts and Applications by Bergerud and Busche

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Personal and Professional Development

Suggested Level: 12A, 13A

Prerequisites: Keyboarding

Description: Personal and Professional Development will develop skills to assist the student in growing professionally and personally. These skills include self-examination and assessment, development of effective interpersonal skills, problem solving, critical thinking, and communication. Emerging topics of concern to the office professional are explored, emphasized, and integrated throughout the course.

Considerations: Role playing, personal inventories, case analyses, field trips, speakers, and opportunities to apply social and business etiquette skills are encouraged. Team activities and projects should be emphasized. Students should be provided opportunities to present ideas verbally and in writing and to assume leadership roles. Videotaped mock interviews conducted by people from the business community and critiqued by students and professionals are an excellent means of developing interviewing skills. Participation in student professional organizations should be an integral part of the course. Community businesses and organizations such as PSI are an excellent resource for providing speakers, field trips, and professional networking.

Objectives

In successfully completing this course, students will:

1. Identify and discuss personal and professional factors associated with job success.
2. Demonstrate an understanding of how interpersonal skills affect personal and professional development.
3. Describe and discuss organizational dynamics.
4. Formulate personal, educational, and professional career goals and develop a plan to accomplish those goals.
5. Apply effective job-seeking skills.

Competencies

1. Identify and discuss personal and professional factors associated with job success.
   a. Conduct a self-analysis of personal and professional traits that will lead to career success.
   b. Identify techniques that will build a positive self-image.
   c. Describe how self-esteem leads to career success.
   d. Project a professional image by applying the basics of good health practices (exercise, nutrition, stress management), personal grooming, selecting a proper business wardrobe, and demonstrating proper etiquette.
   e. Discuss principles of effective personal time management.

2. Demonstrate an understanding of how interpersonal skills affect personal and professional development.
   a. Apply techniques to improve listening skills.
   b. Apply effective nonverbal communication skills.
   c. Use voice as an effective tool for communicating.
   d. Discuss interpersonal skills essential to successful communications with people from diverse cultural and international backgrounds and with the differently-abled.
   e. Apply business etiquette skills in professional situations.
   f. Apply problem-solving and conflict-resolution skills.
   g. Discuss techniques for developing assertiveness.
   h. Identify and describe different value systems and explain their significance in understanding the behavior of others.
   i. Discuss and apply human relations skills needed for professional success.
   j. Identify leadership traits and methods for building leadership skills.

3. Describe and discuss organizational dynamics.
   a. Describe the need for and nature of organizational policies and procedures.
   b. Discuss personal and professional issues relating to the employee's role in the work environment, such as teamwork, total quality management, wellness programs, ergonomics, negotiation, organizational ethics, corporate culture, recycling, empowerment, dealing with change in the organization, mentoring, office politics, power, and networking.
   c. Discuss legal issues relating to the work environment, such as sexual harassment, employer/employee rights, privacy of information, drug testing, substance abuse, discrimination, and unions.
   d. Identify organizational and community resources available to assist the employee in handling personal and professional problems.

4. Formulate personal, educational, and professional career goals and develop a plan to accomplish those goals.
   a. Develop a plan for personal, educational, and professional growth.
   b. Discuss the necessity of lifelong learning.
   c. List the benefits of professional affiliations and certification programs.
   d. Research and evaluate possible career paths.
   e. Discuss the advantages of membership and participation in professional organizations.

5. Apply effective job-seeking skills.
   a. Describe and discuss the employment process.
   b. List job search techniques and strategies.
   c. Develop a personal marketing plan for career success.
   d. Prepare a professional portfolio of student work.
   e. Prepare a resume and cover letter using word processing and desktop publishing software.
   f. Complete an application for employment effectively.
   g. Apply the elements of effective interview techniques.
   h. Evaluate the organization and the position.
   i. Apply appropriate job search follow-up procedures.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Personal and Professional Development.**

Secondary Materials

Human Relations At Work by Eggland and Williams

Postsecondary Materials

Dimensions in Professional Development by Reynolds
Human Relations by Dalton, Hoyle, and Watts
Your Career: How To Make It Happen by Levitt

Supplementary Materials

Getting A Job, Process Kit by Zedlitz
How to Build Your Self-Esteem by Braham
Understanding Self-Esteem: Your Key To Success by Braham
Writing Effective Resumes, A Complete Guide by McCabe and McCabe

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Records Management and Imaging Technology

Suggested Level: 14A

Prerequisites: Operating Systems and Introduction to Database

Description: Records Management and Imaging Technology will provide instruction in the administration and control of records systems. The course includes the creation, maintenance, protection, and disposition of records stored in a variety of media forms. Specialized functions such as micrographics, disaster recovery, and optical disk technology will also be covered.

Considerations: Hands-on experience with database software and imaging technologies is strongly recommended. Due to the increasing dependence of businesses on information, it is of utmost importance for the office professional to be proficient in the management of office records.

Objectives

In successfully completing this course, students will:

1. Describe the systems concept of records management.
2. Compare and contrast paperbase, database, micrographics, and image technologies and select the best system to be used.
3. File and retrieve documents according to ARMA rules.
4. Manage information stored in a variety of media forms.
5. Use a database system as a records management tool.
6. Describe micrographics technologies.
7. Describe and apply image technology.
8. Develop record retention schedules.
9. Demonstrate an understanding of records management security systems.
10. Demonstrate an understanding of the laws regulating the privacy and legality of sharing information.

Competencies

1. Describe the systems concept of records management.
   a. Identify the input and output components.
   b. Identify the process component.
   c. Explain the purpose, need, and importance of a records management, retrieval, and retention system.

2. Compare and contrast paperbase, database, micrographics, and image technologies and select the best system to be used.
   a. Describe a paperbase filing system.
   b. Describe a database records management system.
   c. Describe micrographics.
   d. Describe image technologies.
   e. List the benefits and limitations of each system.
   f. Match the best storing system to the situation.

3. File and retrieve documents according to ARMA rules.
   a. Code, sort, and file paper documents.
   b. Prepare cross references when necessary.
   c. Apply ARMA rules for storing electronic information.
   d. Purge and destroy files.

4. Manage information stored in a variety of media forms.
   a. Determine the appropriate storage system for these media.
   b. Elect appropriate storage equipment.
   c. Identify a logical coding system.
   d. Prepare cross references if necessary.

5. Use a database system as a records management tool.
   a. Create, revise, store, and print address lists.
   b. Catalog and retrieve information.

6. Describe micrographics technologies.
   a. Compare and contrast various types of microforms.
   b. List the benefits and limitations of various types of microforms.
   c. Explain the computer output microfilm/microfiche (COM) process and list its advantages.
   d. Explain the advantages of computer-aided retrieval (CAR).
   e. Identify the equipment components of a micrographics system.

7. Describe and apply image technology.
   a. List and describe the components of image technology.
   b. Capture, store, and retrieve information using image technology.
   c. Describe the techniques and list the benefits of using bar codes in documents.
   d. Explain and contrast the use of various types of high-capacity storage media.

8. Develop record retention schedules.
   a. Apply records retention rules.
   b. Apply government regulations for records retention.
   c. Design a records retention schedule.

9. Demonstrate an understanding of records management security systems.
   a. Describe the processes used in a records management security system.
   b. List the physical, mechanical, and electronic components of a security system, such as data encryption, password protection, virus protection, backup, and storage.
   c. Explain methods to control physical access to records facilities.

d. List procedures for controlling access to paper, film records, and electronic information.
e. Design and produce a plan to prevent records disaster.
f. Explain the methods for recovery of records after a disaster.

10. Demonstrate an understanding of the laws regulating the privacy and legality of sharing information.
    a. Develop a scenario in which software programs may be legally duplicated.
    b. Explain the legal implications of releasing unauthorized information both domestically and internationally.
    c. Explain the implications involved in violating the privacy of individuals.
    d. Explain the need for and responsibilities of maintaining confidential records.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Records Management and Imaging Technology.**

Postsecondary Materials

Information and Image Management, A Record Systems Approach by Ricks, Swafford, and Gow

Supplementary Materials

Intensive Files Management by Henne

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Spreadsheets

Suggested Level: 10, 13B

Prerequisites: Business Math and Keyboarding

Description: Spreadsheets will introduce students to spreadsheet concepts and applications. Students will format spreadsheets using effective design principles, enter common spreadsheet formulas, sort data, use graphic/chart functions, and export spreadsheet files. This course is designed to teach students to think analytically, manipulate information, and use the computer as a productivity tool.

Considerations: Appropriate industry standard spreadsheet software programs should be available for students' use. Students should be encouraged to maintain a portfolio of their work for assessment and job interviews. It is also recommended that a capstone project be used to document competency mastery.

Objectives

In successfully completing this course, students will:

1. Demonstrate an understanding of spreadsheet software, applications, and related career opportunities.
2. Design effective spreadsheets.
3. Demonstrate the ability to use spreadsheet functions and commands.
4. Revise and reformat spreadsheets.
5. Produce quality spreadsheets.
6. Demonstrate the ability to use graphic and database spreadsheet features.
7. Print spreadsheets using typical printing options.
8. Demonstrate knowledge of linking and exporting files.
9. Demonstrate knowledge of how spreadsheets can be used as an analytical and decision-making tool.
10. Work efficiently with spreadsheet files.

Competencies

1. Demonstrate an understanding of spreadsheet software, applications, and related career opportunities.
   a. Define terminology related to spreadsheets.
   b. Describe the uses and benefits of spreadsheets.
   c. Identify popular spreadsheet programs.
   d. List the hardware requirements for most spreadsheet programs.
   e. Identify careers and employment opportunities that use spreadsheet applications.

2. Design effective spreadsheets.
   a. Determine the purpose of the spreadsheet and an appropriate overall format.
   b. Format spreadsheets for effective organization, applying good design of cell entries, grouping of cell entries into sections, and effective display of formulas.

3. Demonstrate the ability to use spreadsheet functions and commands.
   a. Apply appropriate arithmetic operations (add, subtract, multiply, divide), order of arithmetic operations, and statistical automatic functions (sum, average, maximum, minimum, count) to arrive at a formula.
   b. Create and use macros.
   c. Create and use spreadsheet templates.
   d. Use automatic date function.

4. Revise and reformat spreadsheets.
   a. Change column widths.
   b. Insert and delete columns and rows.
   c. Copy and move formulas, cells, columns, and/or rows to another area of the worksheet.
   d. Undo and redo previously executed commands and edit data in cells.
   e. Change format labels (center, left, and right align) and numbers (currency, whole numbers, percentages, decimals).

5. Produce quality spreadsheets.
   a. Describe error-checking techniques to ensure spreadsheet accuracy.
   b. Proofread, edit, and correct spreadsheets.

6. Demonstrate the ability to use graphic and database spreadsheet features.
   a. Create graphs and bar charts using spreadsheet applications.
   b. Convert data to graph format.
   c. Create and sort databases.

7. Print spreadsheets using typical printing options.
   a. Use default margins and pitch to print a vertically and horizontally centered spreadsheet.
   b. Print a spreadsheet using condensed type.
   c. Print a spreadsheet with a border.

8. Demonstrate knowledge of linking and exporting files.
   a. Describe the process for linking and exporting spreadsheet files.
   b. Link and export spreadsheet files.

9. Demonstrate knowledge of how spreadsheets can be used as an analytical and decision-making tool.
   a. Analyze and interpret data from spreadsheets.
   b. Determine solutions to "What If" questions employed in forecasting solutions to simulated activities.

10. Work efficiently with spreadsheet files.
   a. Copy spreadsheet files.
   b. Erase/delete spreadsheet files from a disk.
   c. Rename spreadsheet files.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Spreadsheets.**

Secondary and Postsecondary Materials

Excel Tutorial and Applications by Drum and Jansen

Lotus 1-2-3®, Tutorial and Applications by Groneman

Quattro® Pro, Concepts and Applications by Craig

Using Lotus 1-2-3, Applications for Reinforcement by Anderson and Golightly

Supplementary Materials

Spreadsheet Applications in Practice by Close

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Word Processing

Suggested Level: 11A and 13A

Prerequisites: Keyboarding
Keyboarding Skill Building and Document Formatting should also be a prerequisite or a corequisite for Word Processing.

Description: Word Processing will teach students word processing concepts and applications. Students will prepare a variety of documents and master specialized software functions. This course will teach students to work effectively in a computerized word processing office environment.

Considerations: To broaden the skills of students who have taken Keyboarding Skill Building and Document Formatting, instruction on a second word processing software is highly recommended. This will enable students with high-level keyboarding skills but no computer experience to start the course on an equal footing with students who have had prior word processing experience. It will also enable those with word processing experience to become more versatile.

Objectives

In successfully completing this course, students will:

1. Demonstrate a basic understanding of the information processing cycle, the hardware used, and basic terminology.
2. Produce and format common office documents such as letters, memos, and reports.
3. Prepare mailable copy from rough drafts.
4. Combine documents using software features.
5. Solve common word processing problems.
6. Generate special sections of documents using software features.
7. Produce documents of varying sizes.
8. Demonstrate an understanding of print controls.

Competencies

1. Demonstrate a basic understanding of the information processing cycle, the hardware used, and basic terminology.
   a. Describe steps in the information processing cycle.
   b. Describe hardware associated with each step of the cycle.
   c. Define common word processing terms.

2. Produce and format common office documents such as letters, memorandums, and reports.
   a. Input information.
   b. Adjust spacing, tabs, centering, margins, and other formatting features.
   c. Incorporate headers, footers, and page numbers where appropriate.
   d. Edit rough drafts to produce mailable copy.

e. Save documents.
f. Output information.

3. Prepare mailable copy from rough drafts.
   a. Identify errors using appropriate proofreading skills.
   b. Utilize software features to correct documents.

4. Combine documents using software features.
   a. Merge variable and constant information to create new documents.
   b. Assemble boilerplate and combine documents.
   c. Prepare labels.
   d. Copy between documents.

5. Solve common word processing problems.
   a. Identify and react to screen codes.
   b. Apply reference materials to solve problems.
   c. Research software documentation and help screens.

6. Generate special sections of documents using software features.
   a. Define and format columns.
   b. Generate tables.
   c. Outline information.

7. Produce documents of varying sizes.
   a. Generate mailing labels.
   b. Format and print envelopes.
   c. Format and print postcards.
   d. Format and print other sizes of documents.

8. Demonstrate an understanding of print controls.
   a. Print multiple copies.
   b. Organize a print queue.
   c. Print specific pages.

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Word Processing.**

Secondary Materials

Microsoft Word for Windows, Tutorial and Applications by Lewis and Morrison

WordPerfect for Windows, Tutorial and Applications by Eisch

WordPerfect 6.0, Tutorial and Applications by Eisch

Postsecondary Materials

A Practical Approach to WordPerfect 6.0 Complete Course by Eisch

Applied Word/Information Processing by Dolecheck and Murphy

WordPerfect 5.1 Complete Course by Eisch

Microsoft Word for Windows, A Practical Approach by Lewis and Morrison

WordPerfect for Windows, A Practical Approach by Eisch

WordPerfect 5.1 for Windows by Eisch

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Refer to the following page for additional learning materials for ***Word Processing.***

ENDORSED LEARNING MATERIALS

The following learning materials available from South-Western Publishing Co. cover all or a significant portion of the competencies for **Word Processing.**

Secondary or Postsecondary Materials

Microsoft Word on the Macintosh by Smith

Microsoft Word for Windows, Tutorial and Applications by Lewis and Morrison

WordPerfect 6.0 Quick Course by Eisch (Availabe Spring, 1994)

WordPerfect for Windows Quick Course by Wagoner and Wagoner

WordPerfect for the Macintosh, A Practical Approach by Eisch

Supplementary Materials

Berkley House Catering, Word Processing Applications by Dill and Van Sickle

Excursions International, Word Processing Simulation by Spring, Rider, and Jackson

Myrtle Beach Resort Properties, Word Processing Applications by Matthews and Moody

Pearson and Associates, Word Processing Simulation by Lehman, Forde, and Lehman

Practice Makes Perfect, Applications for WordPerfect 6.0® by Johnson (Available Spring, 1995)

Word Processing Applications in Practice by Meroney and Parent

Word Processing Progressive Applications by Grismere and Wiley

WordPerfect 6.0 Applications for Reinforcement by Anderson and Golightly (Available Fall, 1994)

For more information about the learning materials listed for this course, call South-Western Publishing Co. at 1-800-543-7972.

Refer to the previous page for additional learning materials for ***Word Processing.***

APPENDIX A

Professional Secretaries International

Professional Secretaries International (PSI®) is a nonprofit membership association for office support staff. PSI began in 1942 and today has over 41,000 members worldwide. Its mission is to be the acknowledged and recognized leader of office professionals, and to enhance their individual and collective value, image, competence, and influence. PSI's purpose is to provide education and training, and to set standards of excellence recognized by the business community.

PSI is noted for:

- Providing opportunities for leadership training through participation in some 740 local chapters.
- Giving members access to educational products, seminars, and programs on personal and professional development topics.
- Publishing *The Secretary*® magazine, written especially for office staff.
- Administering the Certified Professional Secretary® (CPS®) Examination, which will become a one-day examination beginning November, 1994. The one-day exam covers: finance and business law, office systems and administration, and management.
- Creating two student organizations: Collegiate Secretaries International™ (CSI™), for postsecondary students, and Future Secretaries Association® (FSA), for secondary students.
- Conducting and participating in research on office issues and the changing role of office professionals.
- Setting standards for the profession. One example is the development of the PSI® Model Curriculum for Office Careers.
- Originating and promoting Professional Secretaries Day®/Week® each April to recognize the important contributions of support staff.
- Working closely with management to improve office productivity, training, and job satisfaction for office staff.

Teachers may use PSI in a number of ways to promote their office careers programs and prepare students for the workplace. They may serve as advisors of the FSA or CSI students programs. As advisors, they will receive many benefits, including a newsletter for students and PSI member discounts on video loans and other educational products that can be used in the classroom. They can work with local PSI chapters in a number of ways. PSI chapters provide student and teacher scholarships, internships, mentorships, serve on educational advisory boards, speak to classes, schedule office field trips, provide student

discounts to chapter-sponsored seminars and workshops, conduct CPS review classes, promote the value of professional certification, and assist in job placement for graduating students. The chapters designate one month of each year as Salute to Students Month to recognize students as the future of the profession.

PSI continues its dedication to business education by having an Institute for Education composed of secondary and postsecondary educators. The Institute oversees the two student organizations and makes recommendations regarding support that PSI can provide to education.

For more information on PSI, its programs, and how to utilize the resources for business education, contact:

Professional Secretaries International
10502 NW Ambassador Dr.
Kansas City, MO 64195-0404
Phone 816-891-6600 Fax 816-891-9118

APPENDIX B

Questionnaire

Please let us know how this curriculum has been useful to you by completing this questionnaire and returning it to: Education Department, PSI, 10502 NW Ambassador Drive, P.O. Box 20404, Kansas City, MO 64195-0404.

Name _____ School _____

Address _____ Phone _____

_____ Fax _____

1. How long has your school had a program that prepares office support staff ?

   _____

2. What is your program called? _____

3. How long is your program? ☐ 4 years ☐ 2 years ☐ 1 year ☐ 9 months ☐ other

4. What exit opportunities do you offer students?
   ☐ Bachelor's degree ☐ Associate degree ☐ Certificate ☐ Diploma

5. Did you use the first *PSI® Postsecondary Model Curriculum for Office Careers* or the *PSI® Office Opportunities Model Curriculum for Secondary Business Education* to create your program? ☐ Yes ☐ No

6. How would you rate the *PSI® Model Curriculum for Office Careers*?
   ☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

7. Will you adopt or use this curriculum?
   ☐ Yes ☐ All Of It ☐ Most Of It ☐ A Few Courses ☐ No

8. If you adapted the curriculum, what changes did you make? _____

   _____

9. Do you use the PSI-endorsed instructional materials for the courses you adopted/adapted? ☐ Yes ☐ No If no, why not? _____

   _____

10. What are the curriculum's greatest strengths? _____

    _____

11. How could the curriculum be improved? _____

    _____

12. What are your suggestions for PSI or South-Western Publishing Co. as to how we can better provide resources for business education?_____

_____

APPENDIX C

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